

SCHOLASTIC COACH



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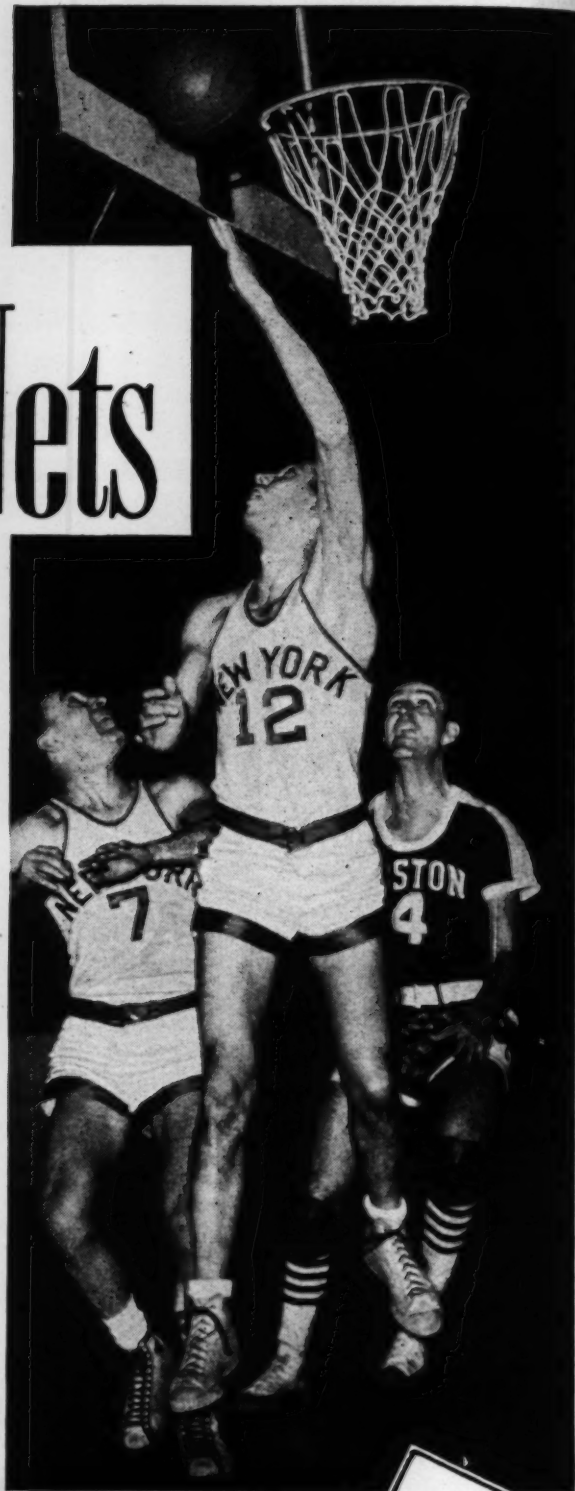
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SCHOLASTIC COACH

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VOLUME 17 • NUMBER 1 • SEPTEMBER

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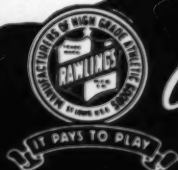
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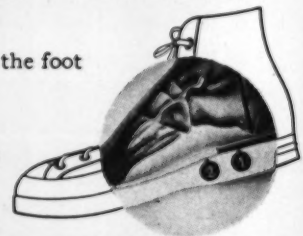
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Specify basketball shoes with "P-F" exclusive with **B. F. Goodrich and HOOD RUBBER CO.**

A young athlete's faith

EVERYBODY liked Ben Toland. He was a wonderful athlete, a brilliant scholar, a sensitive, gentle person.

At St. Paul's School, he captained the hockey team. And later, at Yale, he played hockey, football and tennis.

Then came the war. And on February 21, 1945, Ben Toland died on Iwo Jima.

So they lowered Ben away for eternity. And now all that was left of him in the living world was a pitifully small pile of personal possessions—a wallet, a watch, a few odds and ends, and a sealed envelope.

The envelope was opened and there was Ben's will, written in pencil on a sheet of white paper. But neither the grime of the paper nor the scrawl of the pencil could conceal the beauty that shone through every line.

For, actually, Ben's will was a testament of his faith in our way of life . . . in our democratic institutions . . . in peace . . . and in God.

The story of Ben Toland and his will is movingly told in a broadsheet being circulated by the N.A.M. We pass it on to you here not only because it concerns an athlete of rare spiritual beauty, but because it contains a message of importance to all of us.

This is the story of Lt. Ben Toland Who died for his faith on Iwo Jima. There were no last words on the barren and bloody slopes of Iwo But, later, they found his pencilled will . . .

A testament of faith—an unshakeable faith in God . . . in man . . . the future he felt he would never see.

Ben Toland had faith in knowledge . . . The search for truth to set men free "To promote research toward solution of contemporary problems"

—That was his charge to Yale When he left it a share of his estate. His schools:

St. Paul's—where he had captained a hockey team

Yale—where he had graduated summa cum laude,

*Where he had struggled earnestly for solutions to the problems of his country and his world
Now someone else must carry on the struggle—
The mighty struggle for truth.*

*Ben Toland had faith in democracy . . . He charged Congress with promotion of government
In the interests of ALL people
He charged Congress with building a far-sighted foreign policy . . .
International trade . . . cooperation
To the end that all the peoples of the world can find Peace—and food—and freedom
He left a share to Congress with that charge.*

*And Ben Toland had faith in man's understanding . . .
With a share of his money, he left the CIO and AFL a message:
"Promote understanding of problems of employers—
And cooperative action in their solution."
With a share of his money, he left the NAM a message:
"Promote understanding of problems of employees—
And cooperative action in their solution."
He'd seen picket lines and riots
He'd seen news headlines of strife
If only there could be understanding
If only there could be the teamwork he knew—
The teamwork of the gridiron—the hockey rink—
And the battlefield.*

*"Marine speaks . . .
"I was with Ben on Iwo. His platoon was already in its position. And no one ordered him to take command of the other platoon. He just knew the officer was wounded—and somebody had to do the job . . . He charged the ridge—and took it. Was laying out air-markers when the Jap mortar shell hit . . . That's the story. He just figured somebody had to do the job."*

*And Ben Toland had faith in God . . .
To charity and his church, he left a tithe—
A tithe and a charge:
"To bring the Kingdom of God nearer to earth
—and earth nearer the Kingdom of God."*

IT'S sure nice to say hello once more to all you old friends. We hope you had a wonderful vacation full of sunshine and good fishing. And that your long-awaited raise has finally come through.

Speaking for ourselves, we spent most of our vacation right smack on the ball—rounding up a slue of coaching materials for you. We can now promise you—positively, too—a season chockful of wonderful coaching aids.

Thanks to Lou Little and his backfield coach at Columbia, Joe Stanczyk, both of whom cooperated wonderfully in setting up pictures for us, we now own a superb gallery of progressive action football sequences.

If you'll turn to pages 8-12 in this issue, you'll see what we mean by "superb." And our October issue will be every bit as picture-esque, if not more so.

We can also promise you a bonanza in the way of track pictures. We had a man at the Nationals, who "shot" all the champions for us. What's more, he was the only motion picture cameraman with free access to the field!

Our varsity cameraman had his own little magic-eye with him at the Penn Relays. So we honestly believe we own the biggest and best collection of track pictures in the magazine field.

Scholastic Coach was also in the lineup at a couple of big league baseball clinics. You'll see all our "homers" in the way of pictures, next spring.

The same holds true of basketball. One day last July we put in nearly four hours of close-in camera work on special set-ups.

Insofar as articles are concerned, our files are stacked high with fine technical articles by outstanding high school and college coaches.

Sure, this is bragging. We're darn proud of Scholastic Coach.

But we're not going to go complacent on you. We'll never stop trying to give you a bigger, better, more interesting, more helpful magazine.

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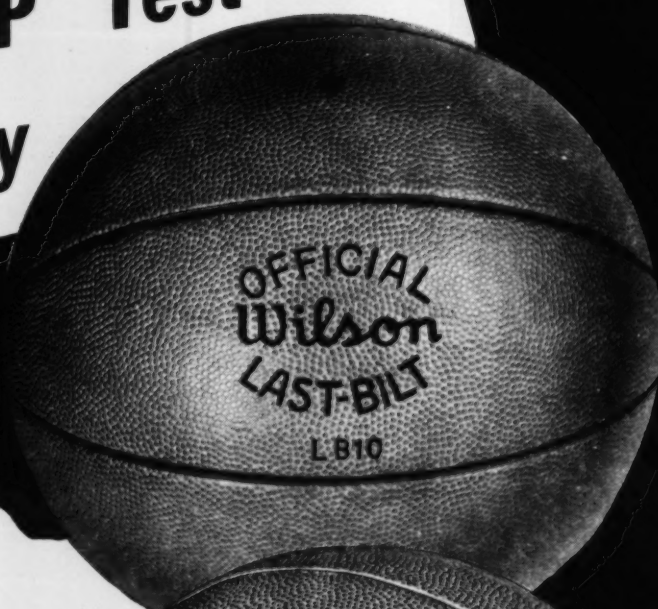
Wilson "Official" LAST-BILT Construction—Perfectly round. Precisely balanced. True rebound. No "dead" spots. Finest top-grain cowhide.

Wilson "Official" CJO—Laceless. Perfect balance. Finest top-grain cowhide. Double-lined for strength and durability. Lock-stitch construction.

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SCHOLASTIC COACH

On the Line

NEARLY every line coach at one time or another has been asked questions like: "How do you get your tackles to block the way they do?" Or, "How do your guards know when to drift and when to charge?" Or, "How did you get your ends to crash the way they did last Saturday?"

Just remember this: Linemen are creatures of habit. There is no secret about getting them to do certain things. If they are given these things to practice every day, they will learn to perform them automatically. A certain stimulus will hit them and they will respond without thinking. If a lineman ever has to stop and think, well, he is lost.

At West Point, we spend a great deal of time on group work. We try to get the most out of every minute by dove-tailing several of our warm-up drills and fundamentals.

The first thing our boys generally do is jog the 400 yards from the gym to the field. If some of the squad is late showing up, we grab the dummy and start blocking until everybody does appear.

As soon as we get all the linemen, we proceed to the lower end of the field, line them up on the sideline, and start our group drills.

We give our linemen about 25 "eagles" and then about 10 push-ups. The boys try to do these push-ups on their fingertips, slowly. This method provides a better warm-up.

After the push-ups, we go into "Cossacks." This is a Russian dance and I try to sing a little Russian lullaby while the boys do them.

We do this every day, all season long, and during spring practice from Monday through Thursday. The linemen might get to play with the ball on Friday. That is the only time they do get to see it, and I

sometimes catch them casting wistful glances at the glamor boys (backfield) playing on the field.

We try to break the monotony with a few stories or something every day.

Another drill we do every day is "crabbing." The boys crab out together about 10 or 15 yards, then crab back, moving all around with the head up.

Another drill that combines the footwork and other fundamentals we like is our in-place charging. We work on this incessantly. It is a fundamental movement on defense and involves many offensive principles, too.

The boys move the feet right and left, holding in place until the command is given. We don't want them ever to move cross-legged. We instruct them to keep moving, keep their eye on the ball, and try not to cross the legs.

A lineman never will be blocked badly if he can keep his feet moving. They might get him out of there a yard or so, but they won't control him very well. The same holds true with offensive linemen. That is one of the main points we try to put across.

After the in-place charging, we count off by two's. The "one's" face

the "two's" and we go into another drill—"shivering" from a defensive position similar to our offensive position. Sometimes the boys will get down in a four-point stance. We don't care whether they use the three or four.

In most of our basic defensive charges, we bring the back leg up and hit at the same time with a shiver. We lock our wrists and elbows, and drive up all the time.

Practically all of it is just the one-step charge. The lineman really is watching the ball all the time, holding his position, and then working to the play. "Work right. Work left. Hold your position and work the way your man works."

The opponents will move him sometimes. But as long as he keeps his feet moving, he will avoid being pinched. After all, what you want him to do is stop the long gains. In the short-gain situations, you can get him to make a little stronger defensive charge.

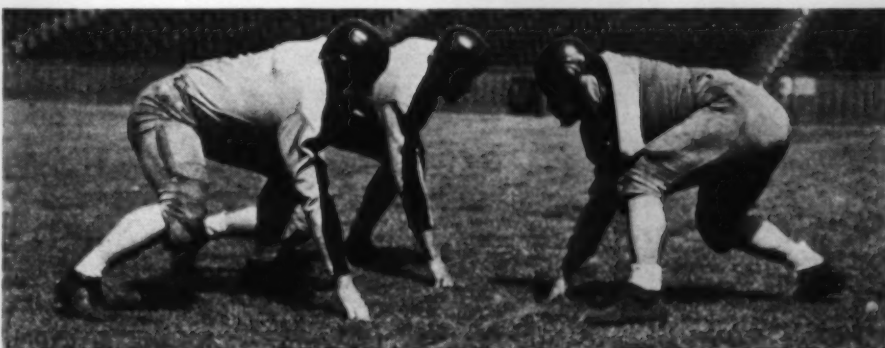
We take about five of these every day, with the "one's" shivering the "two's", and the "two's" shivering the "one's". In addition to being a good fundamental drill, this furnishes a good warm-up for the shoulders, arms and legs.

Tackling comes next. We take two or three tackles, align them comfortably apart, then drill them at half-speed. We never practice at full speed in our drills. We reserve the all-out effort for the full-speed defensive work.

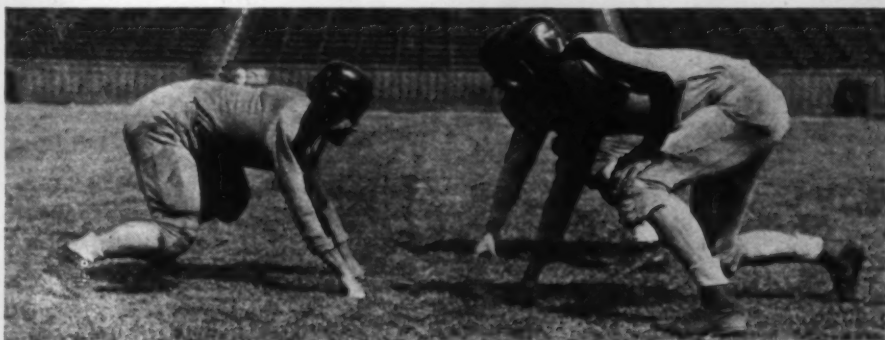
We go in for high tackling. The approach is made with the feet

by HERMAN HICKMAN

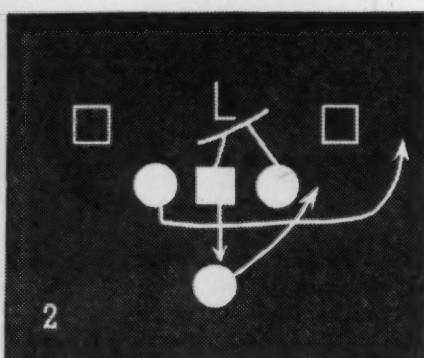
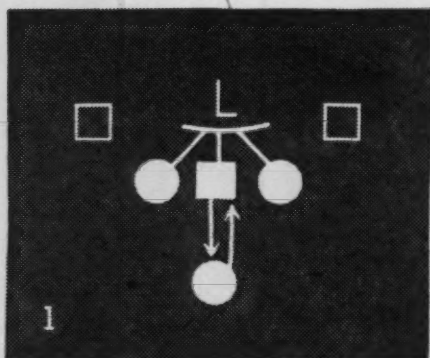
Herman Hickman is the affable, erudite, 300-pound gentleman chiefly responsible for those atomic Army lines the past three years. A former all-American guard at Tennessee, cheerful Herman is Army's chief line coach.



Three-point defensive guard stance, commonly used in long-yardage situations.



Four-point defensive guard stance, applicable for short-yardage situations.



wide apart and the knees slightly bent. The man moves in with the eyes fixed on the opponent's hips. He aims at the soft part of the under-belly, the same as in an offensive shoulder block, driving the shoulder into the man.

The boys drive up and hit with their head up and eyes open. They drive through to the spot. We run through this at half-speed, taking three tackles with each shoulder every day.

After that we go into our shoulder block. This block represents 90 percent of our close line play. It is about the only block we use and we work on it all the time.

Let us assume the block is made with the right shoulder. First comes a head fake—to the right. We always exaggerate this fake in our first practices just to form the faking habit.

If you merely tell the boys about it, they will forget it when the whistle blows. Later on they will learn to fake with just a little twist of the eye or something.

After faking the head to the right, the next thing to do is take a short stagger step with the opposite foot. The head is kept up and the blocker is now getting into position.

STEP-OUT PULL

Simultaneous with the snap, the guard pushes off his grounded hand and takes a short step back with the near foot. The foot (right, in this case) is planted firmly in the direction of the pull, and the guard drives hard crossing over with his left leg. Note that he stays fairly low. He does not straighten up—a common fault which slows up the pull. This step-out method of pulling is the most popular type.

The chief fault here is too long a step, or coming to a stop after stepping.

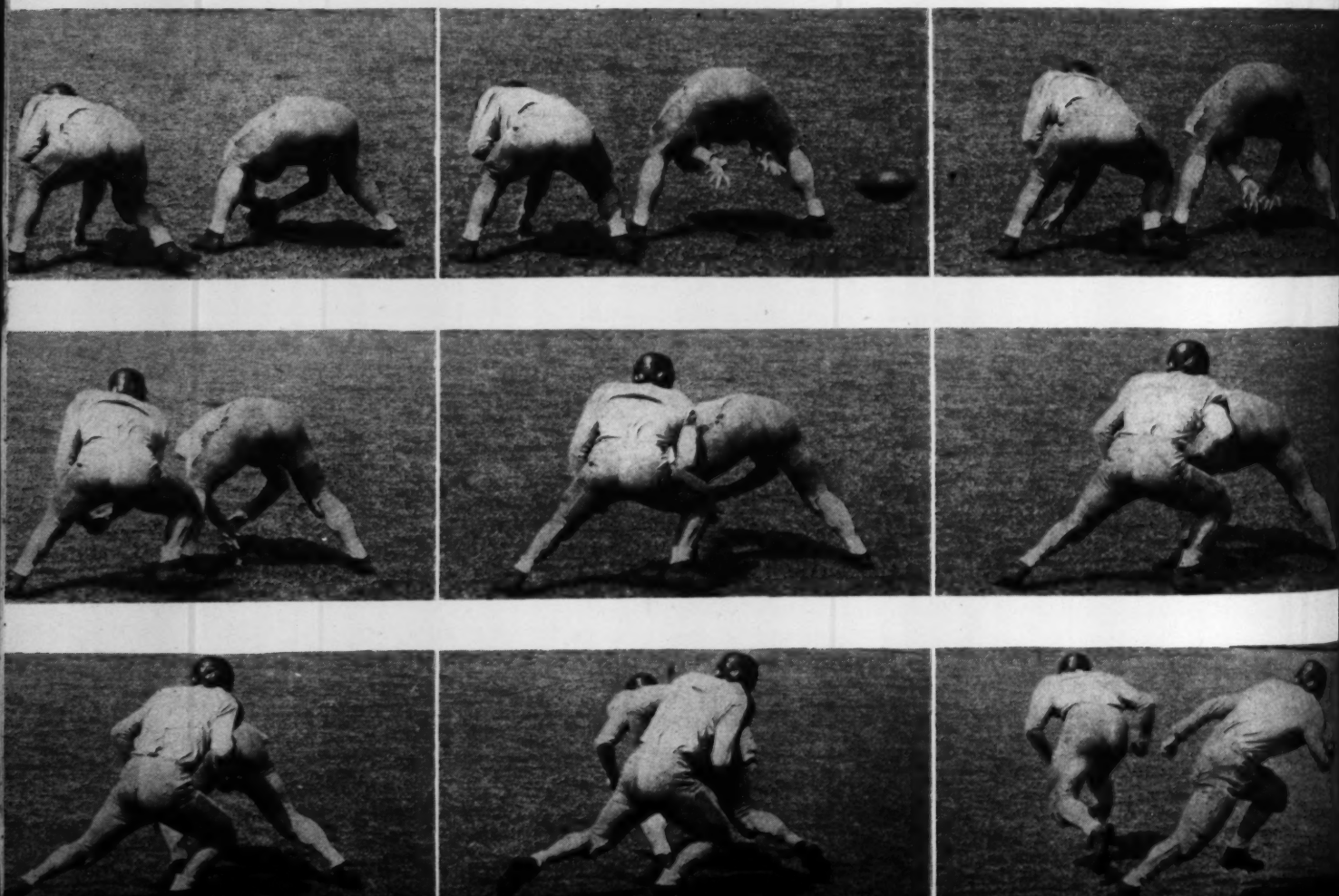
As the blocker takes the stagger step, he should drive simultaneously off both feet, establishing contact where it can be best maintained, and drive the man laterally and up.

The point of contact varies with linemen. In our old single wing, where it was two-on-one all the time, you could hit a man lower and keep your contact. But in this one-on-one, each man must get the height to control both his block and the man, and yet not be too high to lose his power.

When we started using the T, we heard you could just stand up straight and make the opponents go any way you desired. All you had to do was fake and they would fall on their faces. But we discovered, after having our linemen knocked on their backs, that you had to get down to block.

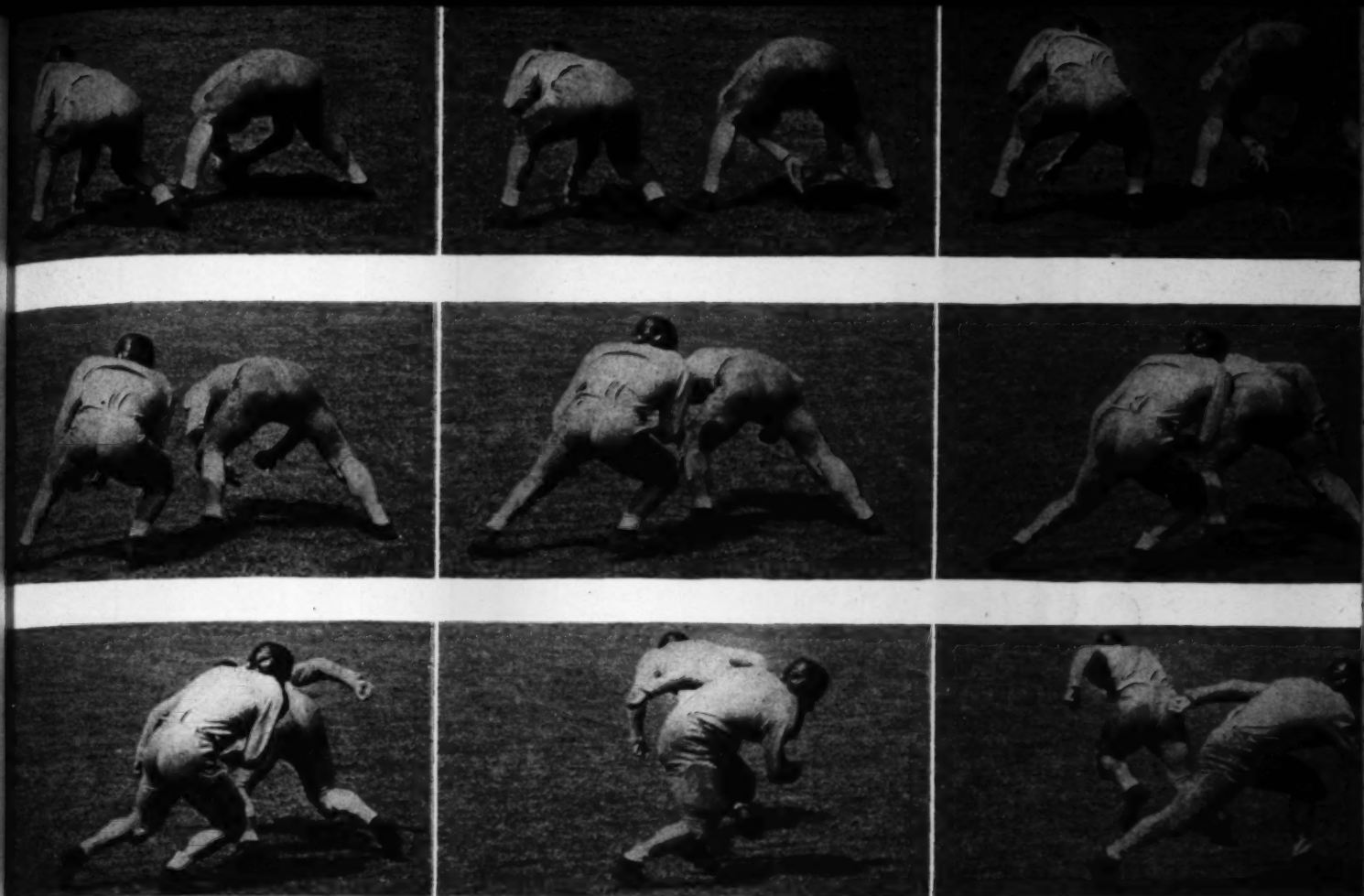
We try to hit as hard as we can with a controlled block. As I mentioned before, the first thing is the head fake. At contact, you bring the elbow up with the palm turned outward.

Some coaches like to swing the elbow. I think that throws you off balance. When you lift the elbow, you have a solid base of contact with which to control the man; and



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that is what you want. Contact is maintained by an upward driving motion with short digging steps.

Sometimes, when we find a man playing off the line or not charging at all, instead of trying to fake him, we try to contact him first, cutting off his slide, then driving him laterally whichever way we want him to go.

We have one more drill that we do every day, using a heavy sled for the purpose. We put an entire line on this sled and have them work on charging.

Whenever possible, we get the first or second-string quarterback to call the snap. This acclimates the line to the correct cadence, and works much better than having some big guard or tackle call the signal.

We give the boys about two or three charges, starting with a low count, two or three. If we can ever work the count up to seven and still have them hitting together, we feel we have accomplished something.

All in all, we have 12 drills that we do regularly. Several others are worked in from time to time.

One of these extras is the "rotary scrimmage" drill.

In this drill we pay no attention to the backfield; we are primarily interested in the line. Only three defensive men are "live"—the tackle, the end, and the fullback.

PIVOT PULL

Some coaches believe the pivot method of pulling is a split-second faster than the traditional step-out. Instead of stepping back with the near foot, the guard now pivots on the balls of both feet and crosses with the left.

EXCLUSIVE SCHOLASTIC COACH PHOTOS

The rest of the defense is represented by practice dummies.

We set up a first-string line on offense and a second-string line on defense. The three "live" defensive men work as a unit, employing any defense they choose.

The offense tries everything it has. We throw the book against those three opponents. Later on we switch the drill around making the two guards "live."

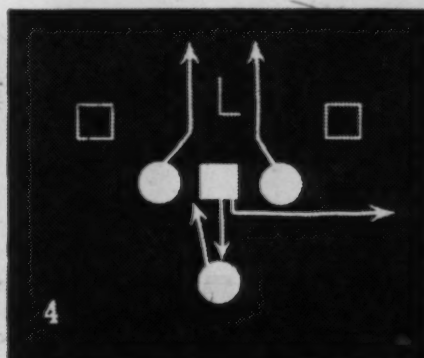
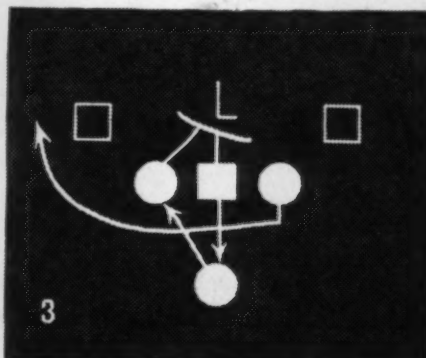
Even though most of the defensive opponents are dummies, we want our offensive men to hit them hard at full speed. One of our coaches checks to see that this is done.

The drills in **Diags. 1-5** separate the men from the boys. They are three-on-one affairs particularly suited for linemen who are prone to cover too much territory.

I set up a center, two guards and a ball-carrier. We put a defensive man in front of the center and two dummies on either side, as shown. Sometimes we put three guards in there.

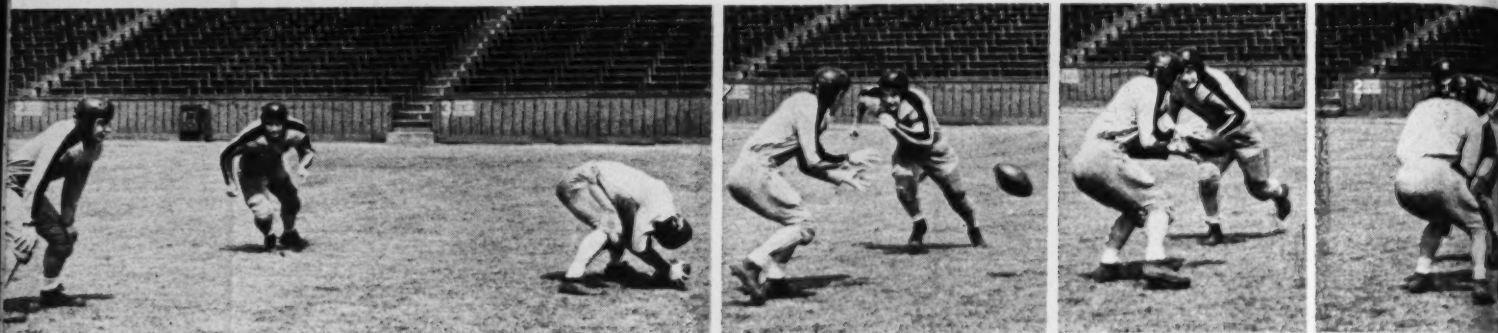
The first thing we do is wedge, three on one, and drive the defensive man back. (**Diag. 1**).

The second thing we do is play two on one (**Diag. 2**). We usually give the boys about five shots of (*Concluded on page 22*)



BALL-HANDLING

EXCLUSIVE SCHOLASTIC COACH PHOTOS



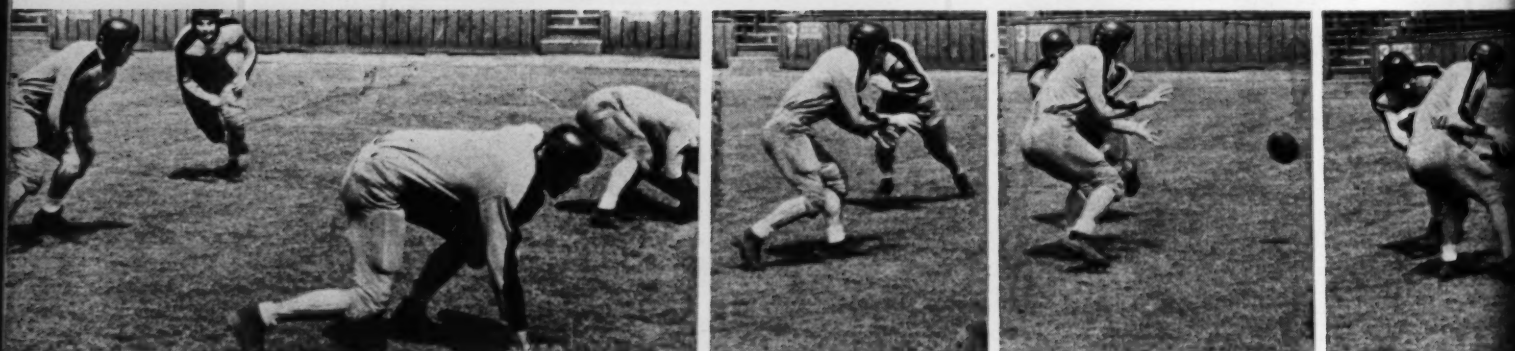
GIVE

In this step-up with a full spin, heavy emphasis is placed on timing—inasmuch as the left half is in motion at the snap and must reach the fullback just as the latter spins. The full takes a short step with his left foot and a longer one with his right. He takes the ball and, in the same motion,



KEEP

Here we have the natural follow-up of the "give" sequence. As the ball comes back, the fullback again takes a short left step and a regular right step into the ball, thus affording the motion man full clearance on the pass or fake. Otherwise (if the full didn't step) the half would have to swing back.



PASS

The play starts out exactly as in the previous sequences with the half in motion. The short initial left step by the full is a little more discernible now. You can spot it in the first two pictures. The timing of the play is a bit off, however. The half would have done well to delay his motion

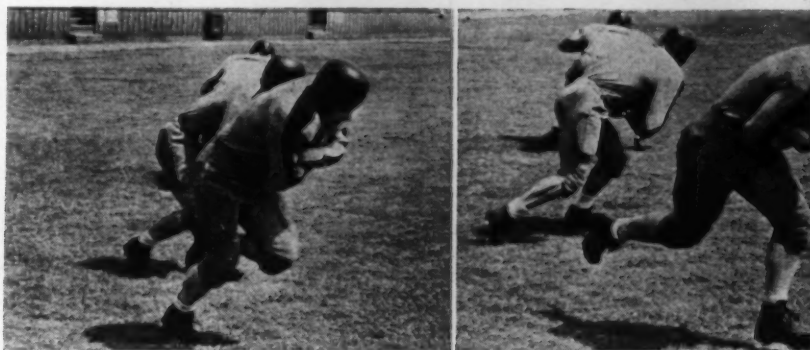


By JOE STANCZYK

Backfield Coach, Columbia University



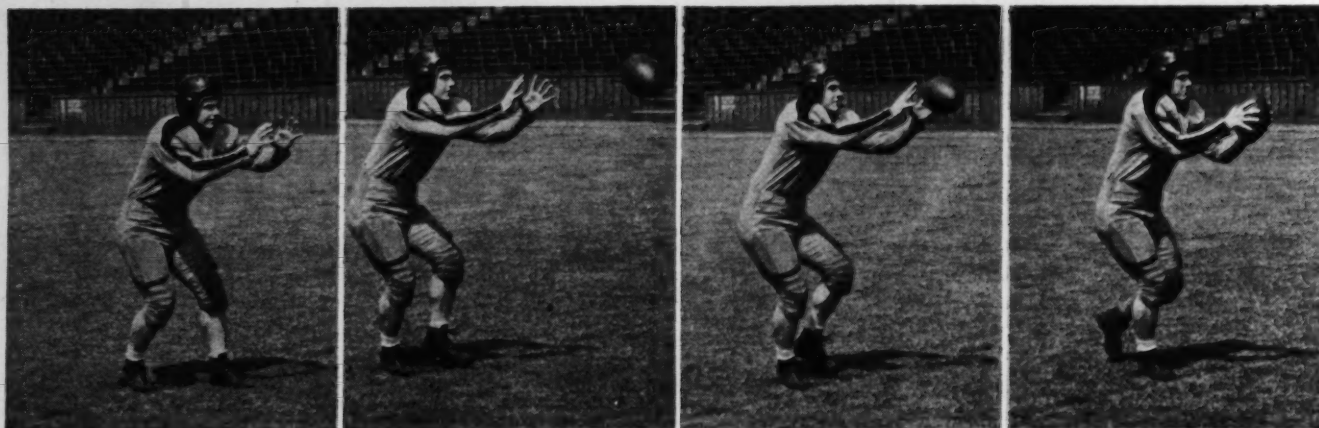
hands it off to the half. As the half goes off to the right side, the full takes a full spin in the same direction and drives into the line, faking a smart hip carry. The masking of the ball is a thing of beauty.



The full fakes to the half this time and keeps the ball, full spinning into the line. Note that both men make their moves exactly as in the "give" sequence. It would take a pair of sharp eyes to spot the ball.

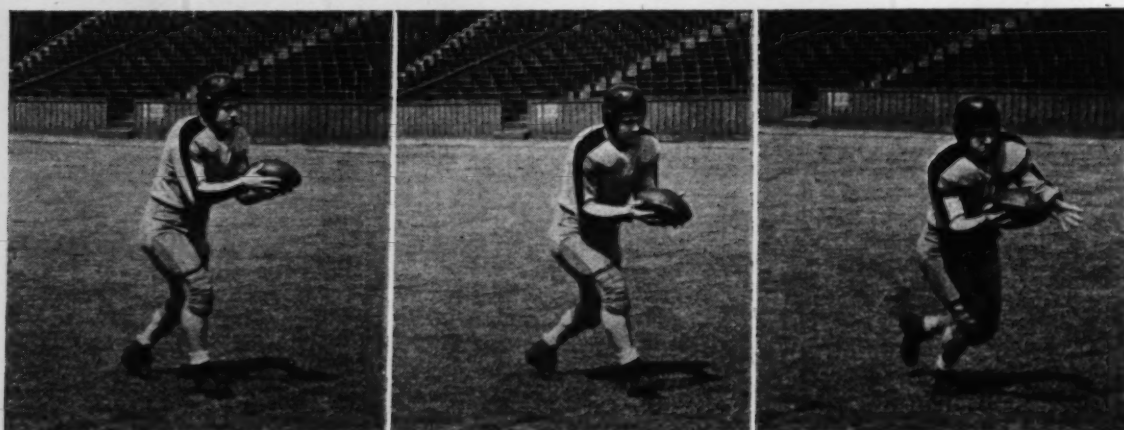


a trifle. He goes by the full too soon, preventing the latter from making the fake realistic enough. The full, after faking for a few steps, shoots his head around to spot a receiver as he fingers ball into position.

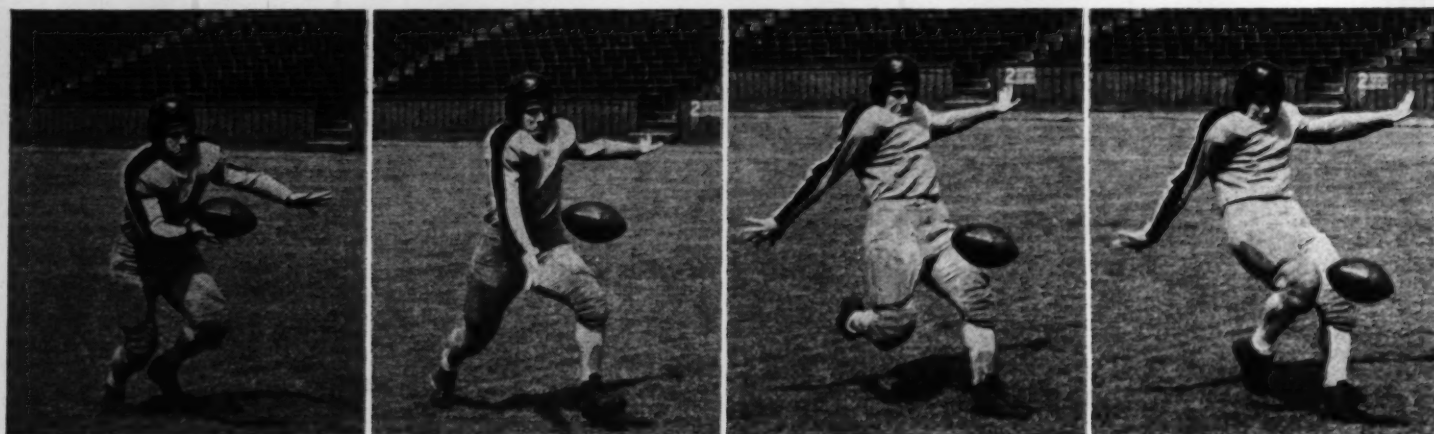


PUNTING

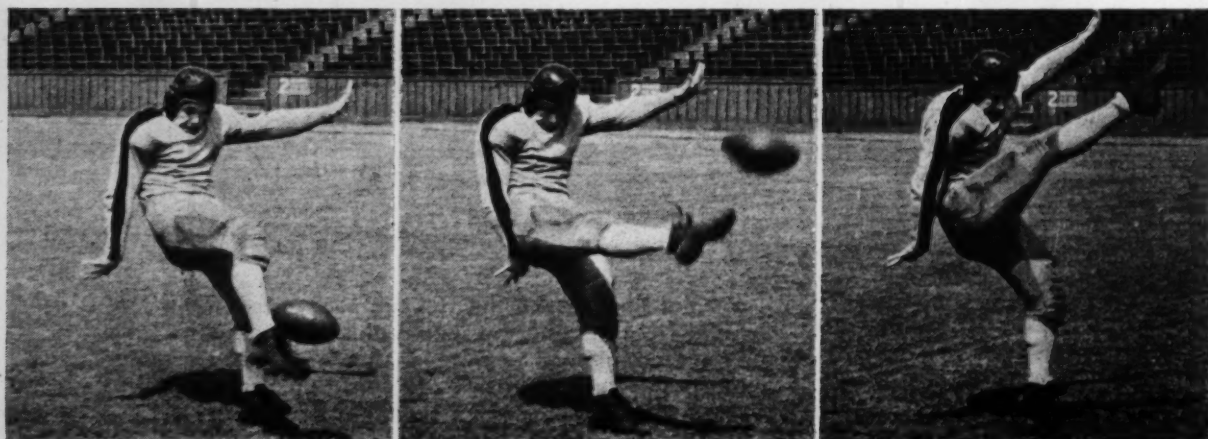
Kicker assumes an easy, relaxed stance with left foot forward. As ball approaches, he takes a backward step with left foot.



He catches ball, quickly fingers it into position, and takes a short step with right foot. He then takes a regular step with left foot and kicks.



The lower leg is snapped sharply with toe pointed, contact being made on instep. Left arm is kept up for balance and the leg follows through naturally, bringing kicker up on his left toe.



The Center as a Blocker

COACHES who think the center's job ends with the backward snap, are not deriving the most out of the potentialities of the position. In reality, the snap is the beginning, not the end, of the center's responsibilities. After performing it, the center must become a blocker.

That's true in every soundly contrived pattern of offense. The modern center is just as important a blocker as any other lineman on the team.

Unfortunately this aspect of his duties is frequently neglected. Sometimes because it is so difficult to teach, and often because the center is too preoccupied with the other things he must learn and the many other functions he must perform in the preliminary practice work of the other players.

Because of the handicaps under which the center must do his blocking, most coaches try to relieve him of important initial blocking assignments. This is not true at North Carolina. We expect our center to block as well as any other lineman, and we give him a full program of blocking assignments both in and out of the line.

Since he is expected to execute a major block on practically every play, he must master the shoulder, body, leg, reverse, running body, and other basic blocks. He must also be able to pull out of the line to run interference or protect a passer, and block effectively downfield.

The first thing he must master, after learning the basic blocks, is to block to the rear on flank plays to the strong side. This becomes particularly difficult when the guards on both sides of him pull out for interference.

Against a six-man line, the center usually takes the defensive tackle on the short side. But he is responsible for any opponent charging the play from the rear, whether it is the defensive tackle, end, guard or center (as the case may be in a seven-man line).

In executing this assignment, the center must be careful not to open a large gap between himself and the nearest teammate on the strong side.

Assuming the formation is to the right, the center, after completing the snap, should step backward with his left foot and face almost directly along the scrimmage line to the short side.

In making this pivot, he should not step toward his left. He should, rather, make an effort to keep his hips close to the lineman on his right or in the gap left vacant by the guard pulling out.

From this position, he should apply a reverse shoulder block on any opponent following the play behind the line or on anyone attempting to dodge behind him with sufficient speed to catch the runner, should the latter cut back or be retarded before getting past the line.

TAKING THE TACKLE

Frequently the short-side defensive tackle, instead of coming across the line, will follow the play to the strong side along the defensive line of scrimmage.

If no other defensive player is threatening the play from the rear, the center should charge forward off his left foot and block the defensive tackle, probably with a left shoulder block or a left side body block.

Against a seven-man line, the center will usually find the most dangerous man (the one to block) to be the defensive guard on the short side, whether he is the regular guard or the defensive center who has moved into that position.

Exactly the same blocking technique should be employed. Quicker action is demanded, however, since the defensive guard is now closer to him.

One of the most difficult assignments in any offense is the center's task of blocking the defensive

A great teacher with a great record, Carl Snavely is now busy turning out winners at the U. of North Carolina. This is the second of two articles on center play. The first, covering qualifications, stance and passing, appeared last June. Both articles are part of a treatise on the position which Coach Snavely will incorporate into a technical football text he is preparing for the McGraw-Hill Book Co.

guard on reverse plays to the short side.

As a rule, the center must perform this task unaided, inasmuch as the guard on his right (if in right formation) will be pulling out for interference, and the teammate on his left will be helping block the defensive tackle or secondary.

This block would be difficult enough to perform even if the center did not first have to pass the ball. It becomes even harder against a guard who waits on or close behind the line, then slides with the play instead of taking an initial forward charge.

The center should relay this information to the quarterback, who should direct enough power plays at the drifting guard either to exploit the weakness or to compel him to change tactics.

The center can facilitate his blocking job by learning in advance the nature of the guard's charge. While taking his offensive position, the center should make a careful study of the opponent's stance. Even after dropping his head over the ball, he should glance under his eyebrows to note the position of the opponent's feet, judging, if possible, the type of charge he is set to make.

The instant the center has completed his pass—and by this I mean the instant the ball has left his fingers and not after it has reached its destination—he should throw his head up so that he can use both his eyes and his head in executing his block.

If the guard charges through the gap on the strong side, the center can best take him with a shoulder block. In executing it, however, the center must be ready to switch in-

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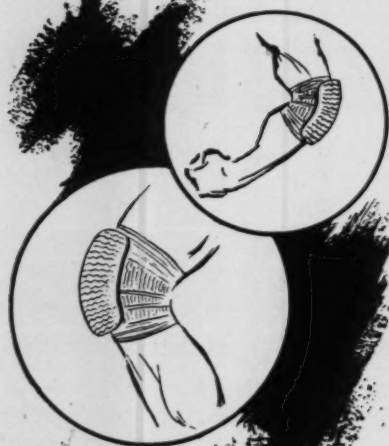
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stantly into a leg block if the guard drives too far across the line before contact can be established.

If the guard charges or slides to the short side, the center must drive across his path as quickly as possible, in which case a body block will probably be the best weapon. Again the center must be ready to apply a leg block if he overshoots or if the guard tries to dodge around him to the rear.

When the defensive guard sets up far enough to the strong side to permit the offensive guard on that side to take him, the offensive guard and center should switch assignments, with the center pulling out and executing the guard's assignment.

There are certain short-side line bucks and power plays on which the center must perform the principal block in driving the defensive guard away from the point of attack. On nearly all such plays, the center will have the assistance of the neighboring strong-side lineman.

CHARGE AFTER SNAP

As he passes the ball, the center should drive forward for a shoulder block, keeping his feet under him and continuing to drive as long as he can maintain contact. He should use the shoulder on the strong side, keeping his head between the defensive guard and the point of attack.

He may ignore the possibility of the guard charging around him to the strong side. In such contingency, the center's blocking partner can take the opponent alone, while the center, missing contact, may go on for a line backer or for any other defensive back in the path of the play.

The center will occasionally be called upon to help block the short-side guard on line plays directed at the center of the defensive line. In this case, he carries out the task of a blocking post, just as any other lineman would perform the job.

It has been stated that the center must be able to pull out and block as efficiently as a guard or tackle.

In pulling out (after completing his pass), he should step and pivot in exactly the same manner as any other lineman. My experience would indicate that, with thorough drill and practice, a reasonably active center will be able to block more efficiently after pulling out than he can in the line.

After pulling, he may execute his blocks as easily as any other line (Concluded on page 22)

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by RALPH E. HENSLEY

meat-and-potatoes football WITH GRAVY!



TWO games were already part of the season's history when I decided that I was tired of coaching meat-and-potatoes football.

Reverse, off-tackle, end run, pass, down the middle—good enough for first downs, good enough to win your share of games if you have the boys, and good-looking enough to curb the critics when you lose—that's meat-and-potatoes football.

But ten years of such fare can sour you. I was ready for something sweeter. A little pastry in the form of wide-open trick stuff.

I had the material to indulge myself. The squad and I had been together for two years. We knew one another. We knew our basic single wing backwards and forwards. And we were a bit bored with one another.

Our single wing, with a right-handed ball-carrier, had for years operated like an automobile with a soft right front tire. It kept running us off the field to the right.

Diags. 1-3 show our basic right-handed attack—the meat-and-potatoes stuff (1, Off Tackle; 2, End Run; 3, Reverse and Split Bucks,

with the quarter back-to-back with the center).

Of course we had a few more, but the off tackle, end run, and quick opener with naked reverse, exemplify the standard type football we played. It also demonstrates why we were so frequently running our machine into a hole on the right side of the field.

To compensate for this, I developed a left-handed attack. This comprised several plays to the left from punt formation. We could thus run left or kick without any positional changes.

Diags. 4-6 illustrate this left-handed attack. In these plays we had our quarter set up in orthodox T fashion under the center. On the snap he spun out behind the guard and faced his own backfield. The ball went directly to the left half.

Since I had a left-handed quarterback who could pass, the play in **Diag. 6** was a natural. The quarterback's understudy was right-handed. So we could speed the same play to the other side.

Both plays were gauged to exploit the standard defense against passes, where the linebacker cov-



ers the plunger and the halfback covers the end.

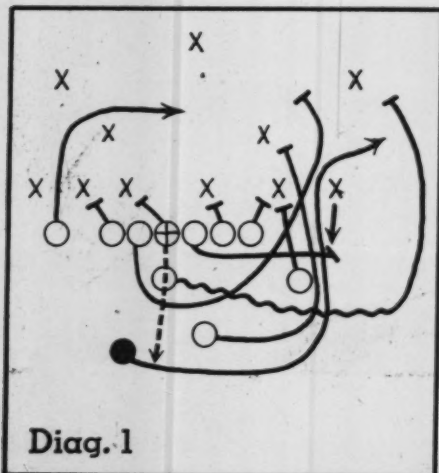
Examination of the spin plays in the left-handed attack reveals that the combination of a hard-driving full and a fast wingback (who plays the second fullback position in the punt formation) tends to comprise a small power unit within itself.

For a better understanding of this offense, it may be wise at this point to detail the set-up (**Diag. 7**).

Our right end at the time was a fellow named Kingsbury, a 6-2 giant who could throw a ball about 70 yards, block crushingly, and, best of all, nearly hide a ball in his huge hands.

Around this boy's natural gifts we built a trick play that was to arouse more player and spectator interest than anything else we had done in years. The boys promptly dubbed the play the Kingsbury Special, and it went like this (**Diag. 8**):

On the snap, the quarterback (2) spins out to face the backfield, taking a low crouched position with his hands forming a pocket. The ball goes back to the 3 back. The latter



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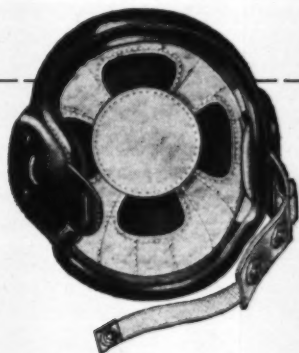


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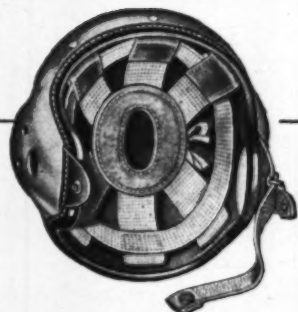
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half-spins, fakes to 4, and drives into the line as if carrying on a spin inside tackle. No. 5 starts fast and wide for a lateral pass, if necessary.

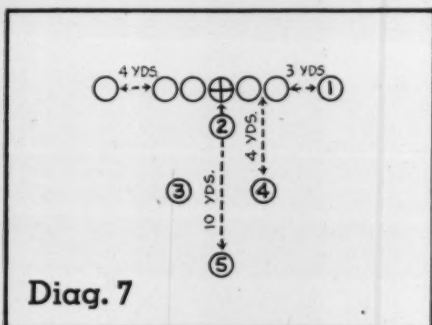
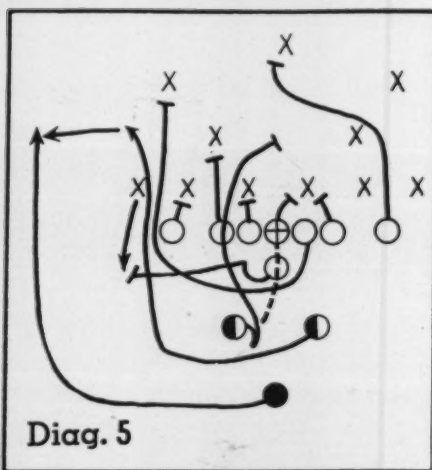
Kingsbury (1), lanky and slow starting, takes a step or two to encourage the thought he is going downfield. He then turns and starts back wide, coming to a point about eight yards behind the scrimmage line and six or seven yards wider than his original position.

Meanwhile the 3 back has placed the ball into the pocket formed by the quarterback's hands, and driven right on through the line. The quarter (2) then fades back and makes a lateral or backward throw to Kingsbury (1). This toss is usually overhanded.

Kingsbury sets, facing the on-coming throw. He makes the catch and then throws a high, floater to the 5 back in the coffin corner. Note that the left end and the 4 back have pulled the secondary out of position.

It was not difficult to get the boys to practice the play. They went at it over and over until everyone was fully cognizant of his role in the Special.

To further enhance the popularity of the play, we let our student body in on the secret. We



told them we intended to use it in our next game on the third down of the second period, regardless of our position on the field.

Our quarterback was instructed to use the spin play over and over as a build-up for the Special. Yes, you guessed it. The Kingsbury Special scored a touchdown the first time we tried it, and it became the attraction of the year, a weapon that kept our opponents continually on edge.

In short order, the "Kingsbury Special With Onions" came into being (Diag. 9). Its purpose: To fool the teams waiting for the Special.

The 3 back receives the snap from center, makes the spin and fake to 4, drives into the line, hands the ball to 2, and continues his plunge inside tackle.



No. 2 jumps and pitches overhand to 5, who has swung wide as in the Special. The receiver then throws deep downfield to the left end.

The defensive half and safety, anticipating another Special, are usually prepared to cover the end and the 5 back. But the inclusion of Kingsbury running straight at the safety throws the secondaries' assignments out of kilter.

When our opponents started covering Kingsbury in man-to-man fashion with their left end, we created the "Kingsbury Special With Mustard" (Diag. 10).

Nos. 2 and 3 performed the same duties, but Kingsbury (1), after swinging around as if maneuvering into position for a lateral from 2, spun back and raced downfield, where the quarterback (2) pitched to him after counting three to allow him to get into position.

The amusing result of these fancy concoctions was that our opponents soon started spreading their tackles and ends, leaving such big gaps in the line that we had to go back to straight meat-and-potatoes football!

Ralph E. Hensley, coach-administrator at Chico (Calif.) High School, shows how, with a little imagination, football coaches can add some pastry to their meat-and-potatoes attack.



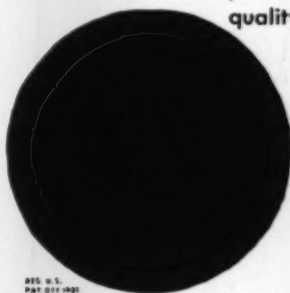
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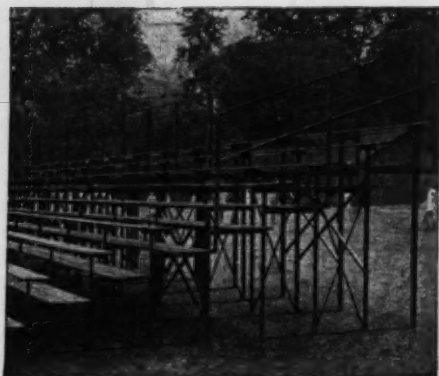


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"play them out"

I N this complicated scheme of things called civilization, we are seldom ourselves. Life has us tied in mental knots because we cannot, as our cave-man ancestors did, fight for what we want or cry out in a loud voice against what we do not like.

We usually keep still about what we think and feel, and the attics of our brain become stored with fears, jealousies, disappointments, and unsatisfied yearnings.

We may either recognize that they are there and get rid of them, or lock the attic door and let them leak out in what psychologists call inhibitions, complexes, and maladjustments.

Competitive exercise is a splendid safety valve. When a man plays a game the way it should be played, he lets himself go. He suffers disappointments and experiences triumphs. Inwardly he applauds his good shots and swears at the bad ones. He "lays" on every ball as hard as he wants to. At the same time he works off his pent-up inhibitions.

When the game is over—whether it is tennis, handball, football, or what not—he lies down in panting relaxation. He has discharged his mental bogies.

That is what active sport can do for a person. It can be an outlet and a normalizer. A person who keeps active in his play need seldom fear a nervous breakdown.

Breakdown requires a state of nervous muscle tension that comes perhaps as a hangover from the days of our cave-man ancestors, when any cause for worry immediately translated itself into action. Everything then spelled either fight or flight, and both required movement.

Today we meet most of our emergencies with head-work, at any rate without use of muscles. So we go on, day after day, storing up nervous tension which is communicated to the muscles, to get them ready for the physical emergency which never comes. Finally the accumulation gets too much and we have breakdowns, or breakups, or blowups, or whatever we choose to call them.

Everyone of us can avoid them. Physical play, even short periods of it, will discharge the tension that present-day living stores up. Even though the attics of our brains will again become filled with pent-up emotions and feelings, we can turn again and again to that safety valve of exercise. That will keep us out of trouble, prevent complexes, and carry us through rough and stormy seas.

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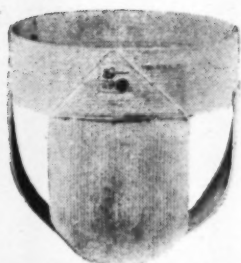
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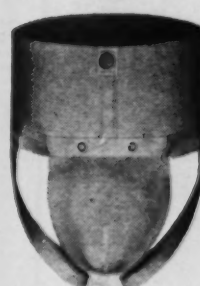
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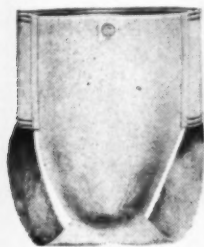
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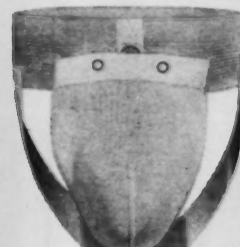
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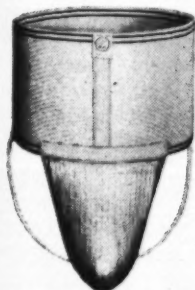
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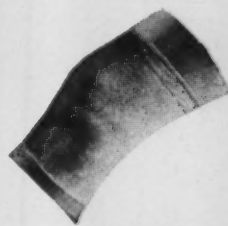


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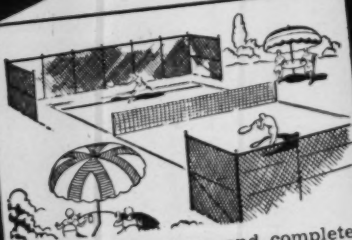
Stewart Fences and Metal Specialties meet virtually every school requirement. In addition to the products shown, there are such items as: window and skylight guards; wire mesh partitions, steel gates; flag poles, steel settees; bronze plaques and many others. If the products in which you are interested are made of iron, wire or bronze, it will pay you to write us.



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The Center As a Blocker

(Continued from page 14)

interferer, because he can get his head up, can see what he is doing, and is not handicapped by the difficulties of passing the ball and blocking at the same time.

One of the center's most frequent and most important assignments after pulling out is to protect the forward passer against the short-side end.

On some pass plays, the center will drop back without being assigned to a specific opponent. He is made responsible for any opponent who escapes the primary blockers and threatens to hurry the passer.

Our center is given this assignment on most pass plays in which only three receivers go down. In executing it, the center, as he passes the ball, pivots out of the line exactly as he would if assigned to the short-side end. While doing this, he first looks carefully at the short side to see if any opponents are in position to rush the pass from that side.

If there is such a man, he blocks him no matter what position the rusher is playing. Otherwise the center turns his back to the line, circles back toward the passer on the strong side until he completes his turn, then faces the line of scrimmage.

If, while circling, he finds an opponent in position to rush the passer from any angle, he immediately takes him. If no such opponent is visible, he faces forward, holding his position in front of the passer, ready to take any defensive man who may approach.

On certain running plays, the center will be called upon to block out the defensive end. As a rule, he will find the shoulder block most effective for this job, using his outer shoulder and keeping his head between the end and the path of the ball.

Occasionally, however, the center may find the defensive end charging quite deep across the line of scrimmage. In this case, he may find it advantageous to employ a reverse shoulder or reverse body block.

His task is simplified here by the fact that he need only maintain position between the defensive end and the runner. It is not necessary to move the end out of the way, as it would be if the end charged in closely.

It is of paramount importance, of course, that in pivoting out of the line, the center establish com-

plete and instant control of his balance, and that he advance toward the end with his feet well spread and his hips low, ready to turn quickly to the right or left or to apply a vigorous, driving shoulder block straight ahead.

On certain wide reverse plays, the center may be required to block the defensive tackle or end to the inside. Against a tackle, it will not be necessary to pull extremely deep. In either case, however, the center should drive into position slightly outside the defensive man and apply a hard body block to the man's outside leg.

Against a hard charging tackle, the center will usually be able to get his man by diving under him with a low body block, knocking the opponent's legs out from under him.

Against a sturdy, well-balanced defensive man who does not overcommit on his charge, the center will have to assume a position slightly outside him, secure contact, and maintain it until the runner is safely outside.

On the Line

(Continued from page 9)

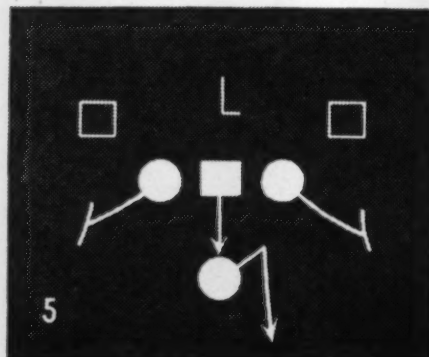
that, and that is all they want.

The third thing we do is reverse the play, as shown in **Diag. 3**.

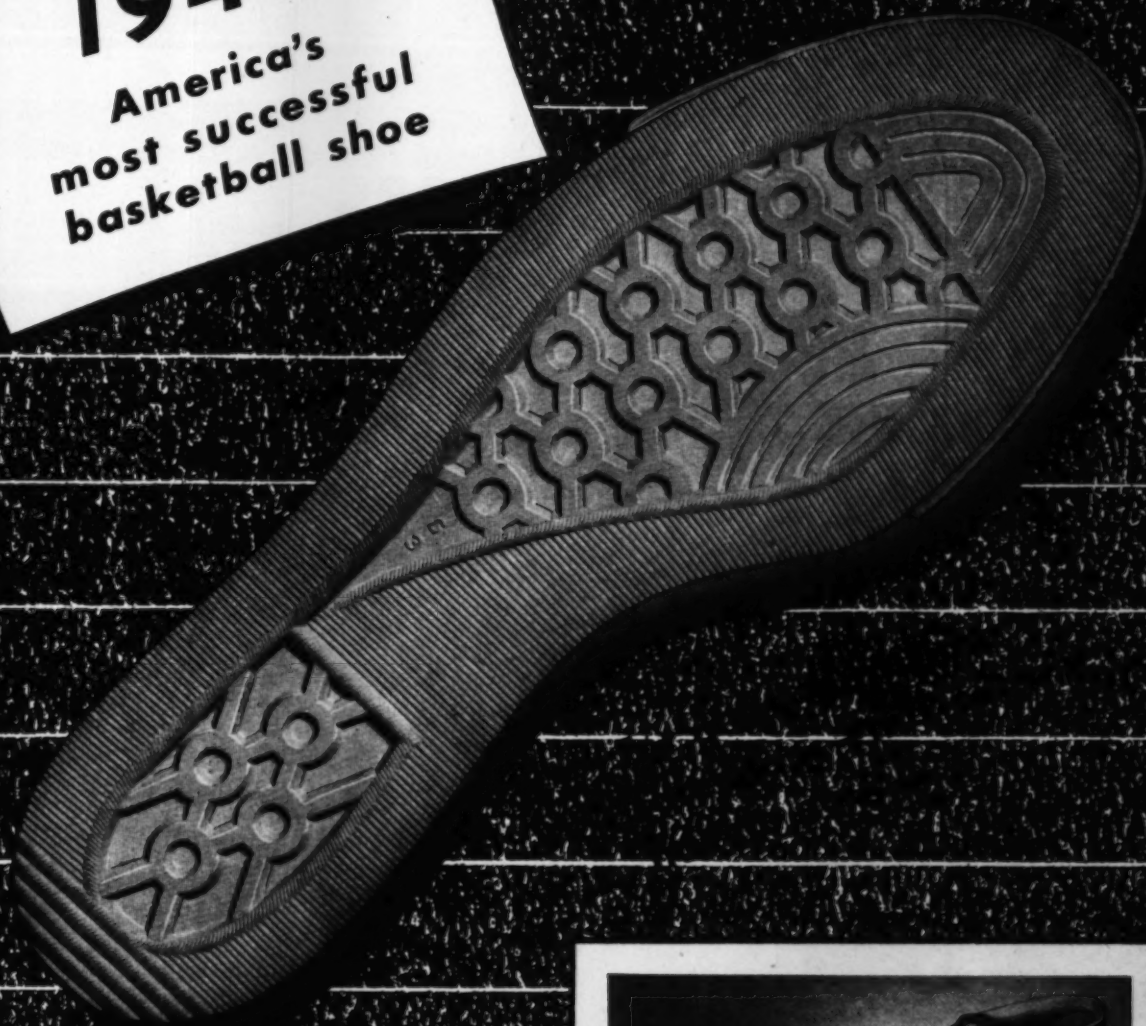
After we have hit the defensive man every way we can think of, we kind of test his reaction to a trap (**Diag. 4**). We let him drive in as though we intend banging him, but we do not touch him. We then observe his reactions.

In **Diag. 5**, we see how long it takes him to realize the play is a pass.

So there you have our drills. In concluding, I would like to add that a Davis and a Blanchard help this blocking a lot.



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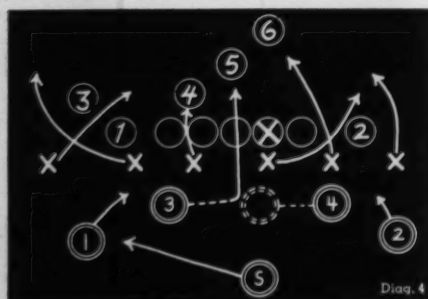
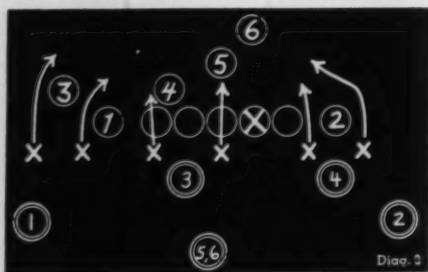
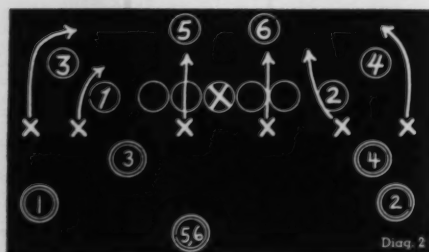
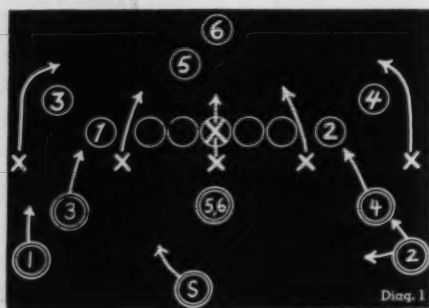
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By RALPH H. GRESS

Ralph H. Gress, a close student of defensive football, does his coaching at the Bolles Military Academy, Jacksonville, Fla.

Integrate Your Defenses



AT THE start of every year, a good businessman takes inventory of his stock, measures his profits and losses, then plans his program for the year.

The football coach, while not exactly a businessman, would do well to follow suit. He should carefully assay his "stock" and plan his offense and defense accordingly.

Most coaches are too offense-conscious. They will spend untold hours planning their offense, then give defense the once-over lightly. If experience has taught me anything, it is that coaches should spend a larger portion of their daily practices on defensive work.

During the off-season, it is a wise idea to compare the past season's schedule with the future schedule. How many of the 1946 teams will you play in 1947? How many of these teams beat you? How many scored more than one touchdown?

If two or three beat you with a winged T attack, a double wing, or any other particular formation, you'll have to overhaul either all or part of your defensive setups.

The accompanying setups are offered merely as suggestions—as examples of my own defenses. They are not static. I modify my defense from week to week, depending upon the running attack I expect to meet.

This is highly essential. You can't set up against a single wing featuring a power runner the same as you would against the same formation featuring an aerial attack. You must constantly keep adapting and modifying your defense.

In the descriptions of my defenses, no mention is made of the mechanics of the individual positions inasmuch as each coach will want to employ his own individual methods.

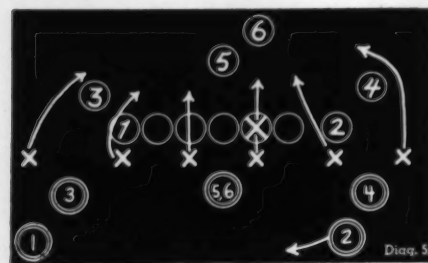


Diagram 1 presents my basic defense, what I call the "53", but which is better known as the 5-3-2-1. If you use the normal cup defense, play the three line backers closer up than you would in other defenses. That means the halves must play closer, too.

The close-up positions of the secondary are necessitated by the fact that the three middle defensive linemen charge through as a unit.

This defense will prove particularly fruitful against short punts, double wings, and offenses with balanced lines and widely split ends. I also like it against T's which do not employ men in motion, and as a late-in-the-game defense against wild passing attacks.

The formation is weak, however, against the deeper punt and running attacks, fake reverses of the spinner variety, and slants.

Diags. 2 and 3 show my "62" or 6-2-2-1 defense. This is used almost universally against the deep punt and single wing. I also like it on late downs with short yardage to go, since it affords better line spacings against spinners.

I'm showing my "62-A" (**Diag. 2**) and "62-B" (**Diag. 3**) defenses against balanced and unbalanced formations, respectively.

Against an unbalanced attack, I advocate an overshifted line. This enables you to meet strength with strength (on the long side).

The "62-C" defense (**Diag. 4**) is a good variation with which to occasionally mess up the opponents' blocking assignments.

Diag. 5 shows the "63" or 6-3-2, which may be used from your own 45 to the 5-yard line. This is what we call standard operating procedure. The "63" has been extensively used by several pro teams.

(Continued on page 26)

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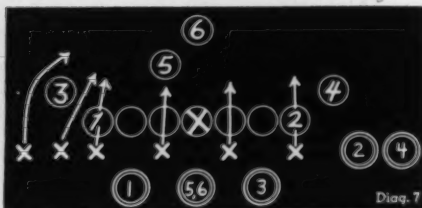
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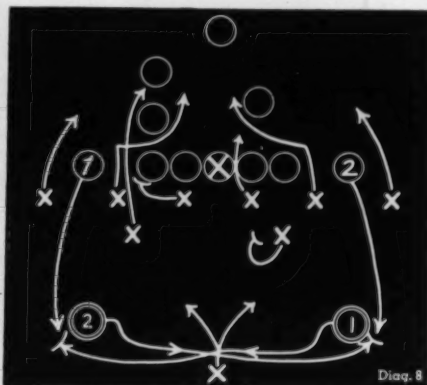
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It is somewhat vulnerable to quick kicking. But the average high school coach is usually too busy to develop a good quick kicker. That's why, perhaps, the quick kick is seldom used against this defense here in the South.

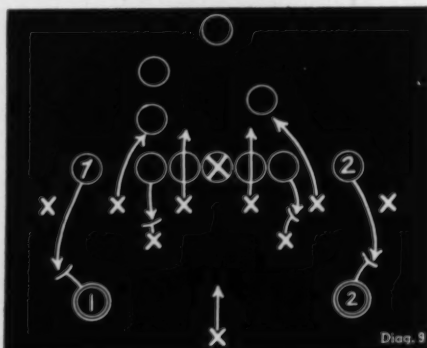


Diag. 6 outlines the "82" and Diag. 7 the "83" defense, both of which are self-explanatory. Both are good inside your own 10 and against the try for point.

The "83" is also a fine weapon with which to force a fumble late in the game when behind in the score. I personally prefer the "83", but have had opponents spring the "82" on me. It is wise to go into either the "82" or "83" after the opponents come out of the huddle and prior to the snapping of the ball. If you go into it too soon, the opponents will usually recheck signals.

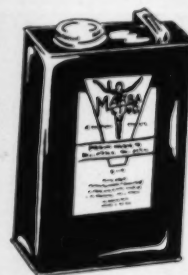
So far I have purposely refrained from mentioning either the "cup" or "point" styles of defensive line play. While I often make use of the cup style, I prefer the point against both a spinner offense and one in which the center leads off the running back.

A word on the point style: If the offense is a spinning type, make the
(Concluded on page 61)



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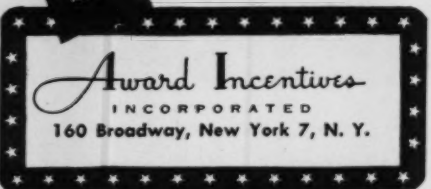
Sturdy traction soles—non-marking—help fast starts, quick stops, while absorbing strain. The clever Keds slanted top and seam-smooth insides do away with binding, chafing. In every way Keds help your side win on its feet!

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DICK HARLOW: "Planning the Season"

Reported by
FLOYD B. SCHWARTZWALDER
Coach, Muhlenberg College

THE Eastern Pennsylvania Coaches Association Coaching School at East Stroudsburg this summer was one of the best the writer has ever attended. Marty Baldwin, the director, gave the 125 visiting coaches a wholesome diet of concentrated football and basketball, well salted down with lectures, demonstrations, pictures, and entertainment.

Richard (Dick) Harlow, the Harvard University pigskin maestro, was at his witty, sincere best, winning the attention and acclaim of all. Dick covered his system of football with painstaking thoroughness, starting with his method of planning the season.

"All general plans should be completed prior to the start of the season. While developments during the season will often call for minor changes, the team which adheres to a pre-conceived plan is more likely to achieve success.

"Not too long ago, most schedules built up to two or three important games in mid-season. This was followed by a break and then another build up to a climax.

"Perhaps some schools are still that fortunate. But for most of us, it is just a full season of hard games. Somewhere along the line you may expect a slump, unless you have an abundance of boys of equal ability."

Two courses are open: (1) Prepare for one or two important games. (2) Take games as they come each Saturday. Harlow prefers the latter plan.

Placing of men in proper positions: If possible men should be shifted as a result of careful thought prior to season; or, in case coach has not had opportunity to look men over, not later than first week of practice.

Most important rule is: Get eleven best men in game regardless of previous position. Get key men in the following positions—very few great teams have been developed without good men in these positions:

1. Quarterback—fate of team is in his hands. His leadership and spark are important as generalship.
2. Center—key to offense and vital to defense.

3. Tackles—key to defense.
4. Kicker.
5. Pass defenders—vital as tackles.

Shifting of players: Best to shift from outside in and more easy to shift from backfield up. Michigan has had such great centers because most of them were high school full-backs.

Halfback weak on pass defense but a good blocker—make into a guard.

Guards must be shifty and fast or don't run them.

Boys will report in three different conditions for fall practice:

1. Boy who has worked hard all summer—underweight.
2. Boy who has done fair amount of work or taken summer exercises or taken part in summer sports. Is in fairly good condition.
3. Boy who did nothing but eat and sleep—flabby and out of condition.

The boy in fair condition is actually best as he can be hustled along faster. Have a fat and lean training table, watching calories of overweight men. Don't work flabby boy too hard at first. Build up underweight boy by extra calories and rest.

PHILOSOPHY AND GENERAL POINTERS

Dick says: "You can catch more flies with sugar than with vinegar." Treat your boys right. A coach must be able to take it in the way of criticism. Don't fight the press! People read what they say.

Our modern exacting schedules call for contact work early. Ten years ago we had three weeks practice before rough work. We now start rough work in six days—no greater percentage of injuries.

Remember this: Success or failure of season depends upon first six weeks work. Do not change offense.

In the main, first two weeks should be devoted to conditioning—thus the framework of the season will be laid.

Time should be devoted to:



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1. Coordination — while every great football player possesses this trait, it may be developed to a surprising degree.

Various exercises which help—grass drills, shadow boxing, running backwards and sideways, catching passes, rope skipping, shifting right, left and front.

2. Running—so many football players don't know how to run—can copy "form" runners on squad. Use the track coach to help.

Faults: sliding or skating over ground; running with arms out "crow" flapping; running with knees too widely separated.

Corrective Exercises:

(a) Short sprints—starting on ball—six short ones and one for fifty yards.

(b) Covering kicks.

(c) Ten-yard sprints, the length of field—lining up fast.

(d) Catching passes.

(e) Running through line of stationary men, trying cross over, side step, body feints, spins and pivots.

(f) Lateral passing at full speed.

3. To Harden Muscles, nothing approaches the most valuable of all football drills—blocking and tackling. Alternate these with grass drills and precede them with loosening up exercises. Start all this work at slow speed and don't have men run far before contact until hardening is accomplished.

Along with above work, the first two weeks must be devoted to fundamentals and then more fundamentals, and these must be adhered to throughout the season. Blocking and tackling are the most important.

OTHER FUNDAMENTALS

Others we spend much time on are: kicking; passing; stiff-arming; cutting with ball (develop a man's most natural assets. I never try to teach a change of pace to a man who does not do it naturally); cross over; pivoting; body feinting—weaving and dodging (for latter, play tag in limited area); line interference; line charge; cross charge; ball-handling; reversing and fake reversing; spinning.

Start signals and play patterns early—first day with few simple plays. Always walk through assignments until men know them thoroughly. Will save injury.

Practice assignments against dummy machine or reserves.

Don't scrimmage until players know assignments and have a balanced attack.

Plan work to keep all players busy—don't have boys standing

around day after day, they lose interest and won't improve.

Don't be too ready to break up a combination simply because they lose. It indicates you missed better players in initial choice or that you are blaming players for the loss; they may come through later.

In early scrimmage make sure plays go well. This instills confidence. Pass some to keep defense in place—use a percentage of bucks to develop charge.

Use a quick whistle in early scrimmages. Scrimmage most the first three or four weeks of practice.

As games come along scrimmage should be limited to once or twice a week and for shorter periods. Never scrimmage a slightly injured player.

Scrimmage against freshmen (in college) is usually more desirable than against scrubs, as scrubs normally have an inferiority complex.

ODDS AND ENDS

Plan of work for week—light on Monday and Friday—heavy work other three days. But during season do not scrimmage more than Tuesday and Wednesday, and usually only Wednesday.

Short, driving "peppy" scrimmage of thirty minutes is much more desirable than long drawn-out ones.

After season gets under way, use all plays each week—add special plays and trick plays to keep team from getting mentally tired.

Too much work may result in staleness—shorten practice if such is true but make it snappy.

Have team eager to play and feeling fine. It is better to have them knowing less football, than to have them mechanically perfect, nursing bumps and being physically and mentally tired.

Advice on day of game: Have details of trip, transportation, menus and hotels, carefully worked out and checked.

Players sit on bench in groups—ends, tackles, guards, etc., together. Have reserve quarterback on bench beside you, discussing strategy and plans.

Never fly off handle on bench; keep cool on the outside. Players follow your example.

Every detail of game time should be worked out.

Keep players out of hotel lobbies and away from hand shakers. Keep all but squad members out of dressing room.

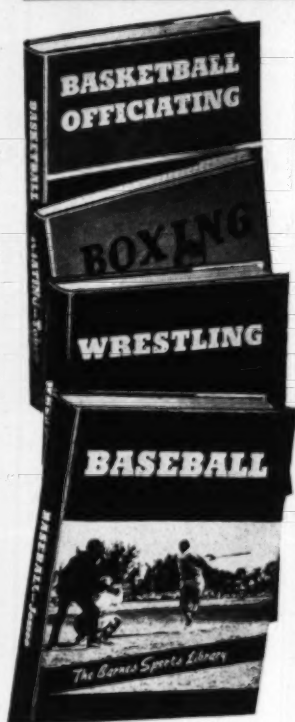
Take a walk together the night before a game.

Eat heavy Sunday, Monday and Tuesday—taper off after that.

(Concluded on page 80)

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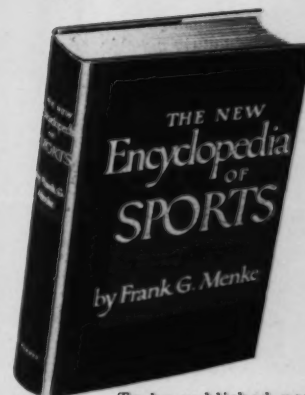
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ACCENT on STANCE

H ALL line play, offensive or defensive, stems from a sound fundamental stance.

From end to center, whatever the job to be done—the guard pulling out, the tackle shoulder blocking, or the center withstanding a head-on charge—the first duty of the lineman is to set himself in a strong, balanced, easily manipulative stance.

Upon approaching the line of scrimmage, the lineman's first thought should be to his feet. Unless the feet are properly placed, the player will never get the most out of his charge.

The center should spread his feet wide enough to keep the body low, with ample balance to permit a moderate recoil either frontwards or backwards without moving the feet.

Most centers place one foot about six inches farther back than the other, permitting a free arm-swing backwards. The head is up, the neck bulled, and the eyes trained straight ahead.

The guards should spread their feet comfortably apart equal to or slightly wider than the shoulders. To assure a stance that will stand up under an opponent's charge, yet permit a fast, balanced charge itself, the guard should assume a squatting position (after checking the position of his feet as previously mentioned).

Next, he should raise his body very slightly in a slight arch, and ground one arm, placing the hand directly in front of the knee. The other arm is rested on the knee (with the forearm across the knee). Very little pressure is applied on

the grounded hand. Most of the weight rests over the balls of the feet.

Placing one foot farther back is advisable to add speed to the pull-out or charge. But the important thing is to position the feet in the same manner on every play to avoid tipping off the direction of the play.

The tackles should also assume this stance. These basic stances facilitate all types of blocking.

Two of the most important essentials in effective blocking are: (1) a fast, firm contact which will leave the blocker in good position to operate; and (2) to stay on the feet and keep them moving in a driving manner.

The blocker cannot do his job unless he executes these things well. To assure a fast start, he should move with the snap of the ball, taking short, powerful steps.

The first step should be directed at the middle of the opponent's stance. The shoulder should hit the opponent's mid-section, with the head kept up and looking forward.

The subsequent steps are determined by the direction in which the opponent is to be driven. The legs should be kept under the body, fairly generously apart.

The blocker should always keep

Bob Trocolor, athletic director and football coach at Bergen College, led the American Pro Football League in ground gained, scoring and passing in 1940, then put in five years with the N. Y. Football Giants. In addition to coaching at Bergen College these days, he scouts for the N. Y. Giants (baseball). He is also co-author of *The Unbalanced T.*

By BOB TROCOLOR

the legs driving and keep studying his opponent. Many times on single or post blocking, where the opponent is faking or angle floating, the best type of block is as follows:

Take your step as usual, but hit the player high on his thigh. Next, instead of driving, slide off to a side block moving on hands and feet and getting your leg in back of his knee joint. When pinned in this fashion, the opponent cannot move away from the block without holding.

Always, when blocking, keep your eyes on the man's stomach. This will prevent you from falling for arm, head, or leg fakes. Make this spot your target, and keep off your knees. If you do lose shoulder contact, keep up your side check block.

Getting the jump on your man and knowing what you're going to do, is half the block.

The most important factor in defensive play is to get the jump on your man and keep him guessing as to where you're going in.

Insofar as stance is concerned, the guard should keep his feet rather wide apart to facilitate a quick start. A three-point stance for long yardage and a four-point stance for short yardage is a good general rule.

The tackle should always take a three-point stance. Rule 1 is: After you know your territorial limit of charge, observe the offensive men you must break through. Look for give-aways by both linemen and backs.

Unless the offensive opponent uses a stance similar to the one previously described, he is likely to have certain weaknesses against various charges. Study the opponent, ferret out his weaknesses, then go to work on them hard.

Vary your charge. Never go in the same way twice in a row unless submarining or lining up in a different position only to come back to the same spot.

Start with the ball and lunge the hands and arms in front of the body. Jolting the opponent under the shoulders in an upward motion and following through with the body (keeping it low) compose a good charge.

If the opponent keeps his head and eyes downward, help him along by batting them down even more. When splitting two men, go all out on one first.

Do not float, leaving your hole open for cut-backs. Using feints that do not affect your charge is good. For example, throwing your arm or head in one direction will help prevent the blocker from making solid contact.

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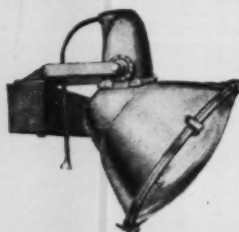
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National Federation News

TWENTY-SEVEN states now have state offices established on a full-time basis. The most recent associations to authorize full time executives are Colorado, Kentucky, Massachusetts, New Jersey, Utah, and Oregon.

Nearly all the other states have been increasing their office staffs. Illinois, Indiana, Kansas, Michigan, Ohio, Oklahoma, and Wisconsin, for example, have appointed assistant executive officers in addition to their full-time men.

Now that more time can be devoted to the work of the associations, the member schools are receiving greatly expanded services.

Track records. Application has been received from Texas for a national record in the high hurdles—a 14 sec. feat by Lee Miller, Burbank High, San Antonio. This ties the national record held by Joe Batiste, of Tuscon, for the 39-in. hurdle (now the standard height for high school meets).

An application has also been received for a record in the mile run—a 4:19.8 timing by Carl Joyce, of Massachusetts. However, there is some question about the details connected with this meet, and investigation is being made to determine whether the meet was sanctioned by the state association.

Two applications for a national record in the discus have also been received. Unfortunately, these performances (149 ft. 10 in. and 150 ft. 8 3/4 in.) are below that of Edsel Wibbels, current record holder. Through a typographical error, Wibbels' mark was listed as 145 ft. 9 in. instead of 154 ft. 9 in. The printer's error was not discovered until the new record claims were made.

Physical exams. Through cooperative arrangement, it was possible for the state coaching schools in Iowa, Nebraska, and Minnesota to include a course on medical factors related to physical examinations. This division at each clinic was in charge of Dr. Clair E. Turner, who has had nationwide experience in both medical and physical training activities.

Dr. Turner discussed the responsibility of the coach and the athletic director in noting health symptoms and in arranging for preventive and curative measures. For a number of years, the state associations have encouraged and, in many cases, required physical examination as a prerequisite to participation in sports.

This introduction of a division in the coaching clinics is a step in the direction of implementing policies connected with health.

Conferences with USLTA. As a result of conferences between Federation representatives and officers of the U. S. Lawn Tennis Assn., most of the difficulties connected with the sanc-

tioning of tennis meets have been eliminated.

The USLTA is rapidly modifying its program to conform to the policies of the high school organizations insofar as the contests apply to schoolboys. An illustration is the series of meets sponsored by New York state. The state association has a regulation which prohibits high school representatives from participating in any meet not sponsored by a high school or a high school organization.

In the past, this kept a lot of high school tennis players out of excellent meets. Now, thanks to cordial cooperation between tennis authorities and state association men, a series of meets has been arranged under the sponsorship of the high schools working with Columbia University and divisions of the USLTA.

There are still a few difficulties to be ironed out in connection with the national championships. The meet has now been modified so that it is no longer held as a national meet.

Soccer rules have always been made by the U. S. Soccer Football Assn. While these rules have been satisfactory for the well-established soccer organizations, they have not always been acceptable to the needs of the high school game.

Because of this, several groups—such as New York and Maryland—have produced modified soccer codes which have differed from each other. In an attempt to secure a degree of uniformity and to explore the possibilities of cooperative action, representatives of the Federation met with the U. S. Soccer Football Committee.

The conference resulted in a healthy exchange of ideas, and activity is now in motion for further perfection of machinery which may result in many benefits to the high schools.

Admissions tax. The bill to exempt school events from the provisions of the tax admissions law is still in the Ways and Means Committee. This is Bill H.R. 1060, introduced by Representative Henry O. Talle.

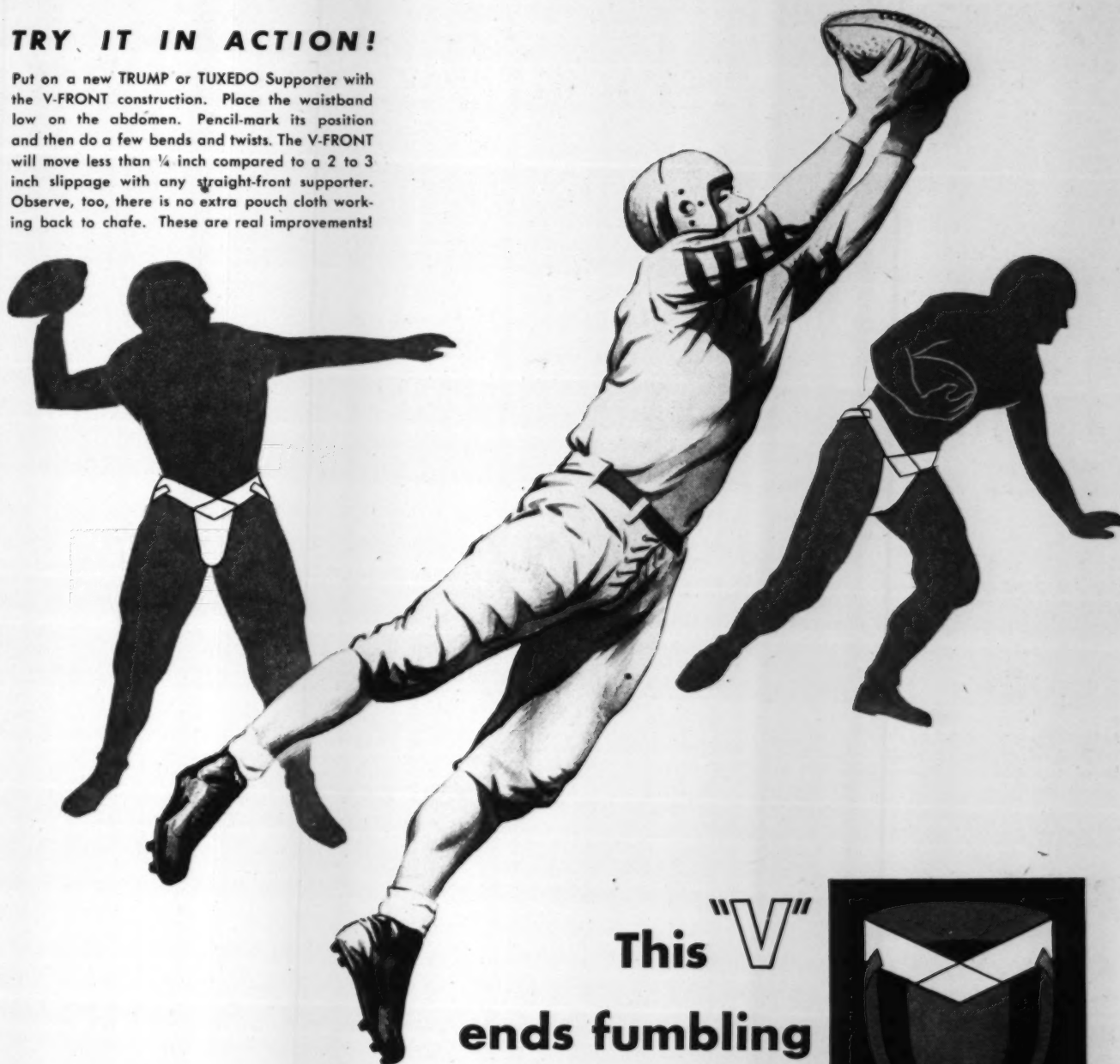
Because of the controversy over the major tax bill to lower income taxes, H.R. 1060, along with several hundred other small tax bills, remained in committee. The author of the bill and other congressmen exerted every reasonable effort to secure action at the last session, but were unable to do so.

They now give assurance of definite consideration of a permanent tax bill as one of the earliest items of business at the new session. In this permanent tax bill, the provisions of H.R. 1060 will be given favorable consideration. Promotional work will be continued during the fall when the matter will be under study by the proper committee.

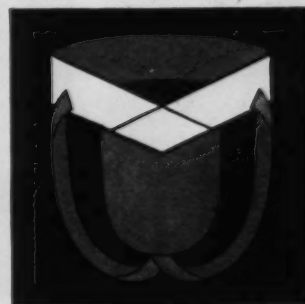
—H. V. PORTER

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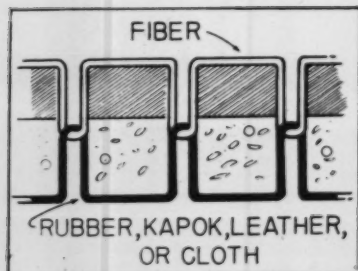
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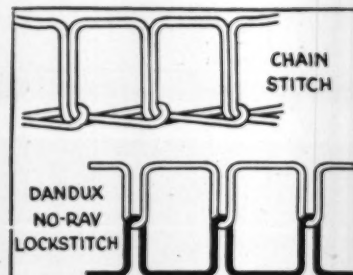
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NEW EQUIPMENT

As a service to its readers, Scholastic Coach offers this periodic round-up of new sports equipment items. For further information write to: Scholastic Coach, New Equipment Dept., 220 E. 42 St., New York 17, N. Y.



• **NO-RAV LOCKSTITCH.** A salient feature of the Dandux line of sports equipment (C. R. Daniels, Inc.), this new method of sewing enables lockstitching to be applied effectively for the first time to the sewing together of fibre to rubber, fibre to kapok pad, and fibre to leather and cloth. Because it positively cannot unravel, the No-Rav Lockstitch gives longer life to the product and practically eliminates stitching repairs.



• **KICKING TEE.** The W. J. Voit Rubber Co.'s new four-positional tee will enable coaches to employ any of the four basic types of kick-off. Molded from a single piece of tough rubber, the pegs are so situated that they will support the ball firmly in any desired position, yet allow free passage for the kicker's foot.



• **ATHLETIC BALLS.** Thanks to new principles of construction, the Seamless Rubber Co.'s new line of balls are unusually durable and will hold their shape perfectly after long hours of play. In the basketball cover, the pebbling has been built into the mold to allow for superior fingertip control.



• **ALL-STEEL SETTEE.** Manufactured by The Stewart Iron Works Co., this bench has three advantages over wood affairs: no splinters, no deterioration, no rotting from exposure. Comes in three lengths—4 ft., 5 ft., and 6 ft.

• **SUPPORTER BELT.** Johnson & Johnson's 10-inch-wide supporter belt features a two-way stretch elastic webbing which supports internal organs in their natural position and helps the wearer feel better all day long.



• **LAST-BILT BASKETBALL.** Spalding's Top-Flite Last-Bilt ball has been selected as the official ball for next year's National Junior College Tournament. This newly formed organization is comprised of 126 junior colleges throughout the land. Head of the N.J.C.A.A. is Capt. E. P. Coleman (in picture).

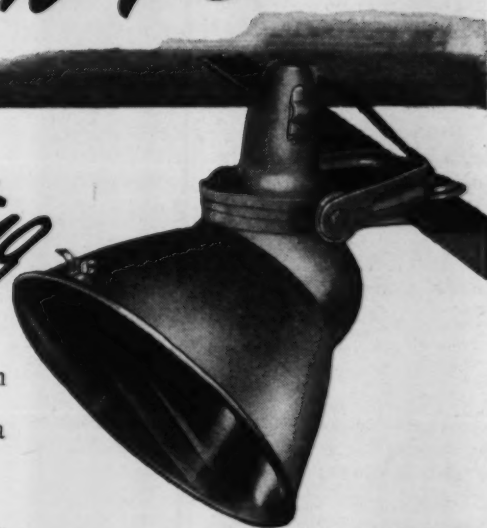


• **TARGET GAME.** In the new Hoffritz for Cutlery's game, four balanced steel knives are thrown at a wooden bull's-eye. The target is 18" square with a colored bull's-eye on each side for double wear. Knives are of high carbon steel, ground and polished. A booklet of instructions is also supplied.



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First you divide the 125 players into five divisions and designate each division with a capital letter from A to E.

Next, you break down each division into five groups, numbered 1 to 5. The five contestants in each group are designated by small letters—*a*, *b*, *c*, *d*, and *e*. Each player then has a code name, such as E-3-*a* or D-3-*e*.

If the group does not come to exactly 125, you may give byes, let some players enter twice, run groups with only four in them, or use some other multiple of 25 such as 50, 75, or 100.

Now let's take the five players in group A-1. We ask *Player a* and *Player b* to play *c* and *d* doubles. Then *a* and *c* play *b* and *e*. Each possible combination is matched. But there is always a fifth player free to keep score for the other four.

The game starts with *Player a* serving. He serves six times in a row. If he wins four or more of the six, his side scores two "decas."

A deca represents a tenth of the total possible points (10) two players can score in one set. If *a* and *b* win three of the serves, they get

TABLE 1				
Set 1	Set 2	Set 3	Set 4	Set 5
FIRST ROUND				
<i>a-b</i>	<i>a-c</i>	<i>a-e</i>	<i>a-d</i>	<i>b-c</i>
<i>c-d</i>	<i>b-e</i>	<i>b-d</i>	<i>c-e</i>	<i>d-e</i>
SECOND ROUND				
<i>a-c</i>	<i>a-e</i>	<i>a-b</i>	<i>a-d</i>	<i>b-d</i>
<i>b-d</i>	<i>b-c</i>	<i>d-e</i>	<i>c-d</i>	<i>c-e</i>
THIRD ROUND				
<i>a-d</i>	<i>a-b</i>	<i>a-d</i>	<i>a-c</i>	<i>b-e</i>
<i>b-c</i>	<i>c-e</i>	<i>b-e</i>	<i>d-e</i>	<i>c-d</i>

one deca. If they capture two or less, they get no decas (the opponents get two).

The two teams take their serves alternately. After *Player a* serves, *c* goes; then *b*, then *d*. That accounts for eight decas.

A total of 24 serves has been made in the set. The number of

points captured by each team in the set is then computed. If it splits 12 even, each side is awarded an additional deca. If it comes out 13 and 11, the side with 13 gets both decas.

The scheduling for the first three rounds is outlined in **Table 1**, while the scoring system is illustrated in **Table 2**.

One set has been played. Next *a* and *c* tackle *b* and *e*, while *d* serves as scorer. Five sets are played as rapidly as possible. Five sets make one round, as shown in **Table 3**.

At this point in the match, *Player a* is in the lead by two decas. One third of the match has been completed. If tennis is the game being played, all this action should have consumed less than an hour. Badminton or handball takes even less time.

The total number of decas possible
(Continued on page 60)

TABLE 2						
Order of Serve	No. of Serves	<i>a-b</i> score	<i>c-d</i> score	<i>a-b</i> decas	<i>c-d</i> decas	Rating Won-Lost
<i>a-1</i>	6	2	4	0	2	7-3
<i>b-3</i>	6	5	1	2	0	7-3
<i>c-2</i>	6	4	2	2	0	3-7
<i>d-4</i>	6	3	3	1	1	3-7
Total	24	14	10			
				2	0	
Total Decas				7	3	

TABLE 3						
Player	Set 1	Set 2	Set 3	Set 4	Set 5	Total
<i>a</i>	7-3	8-2	5-5	4-6	—	24-16
<i>b</i>	7-3	2-8	5-5	—	1-9	15-25
<i>c</i>	3-7	8-2	—	6-4	1-9	18-22
<i>d</i>	3-7	—	5-5	4-6	9-1	21-19
<i>e</i>	—	2-8	5-5	6-4	9-1	22-18
						100-100

TABLE 4				
Player	Round 1	Round 2	Round 3	Total
<i>a</i>	24-16	20-20	26-14	70-50 2nd
<i>b</i>	15-25	13-27	10-30	38-82 Last
<i>c</i>	18-22	14-26	21-19	53-67 4th
<i>d</i>	21-19	32-8	23-17	76-44 Champ
<i>e</i>	22-18	21-19	20-20	63-57 3rd
Total	100-100	100-100	100-100	300-300



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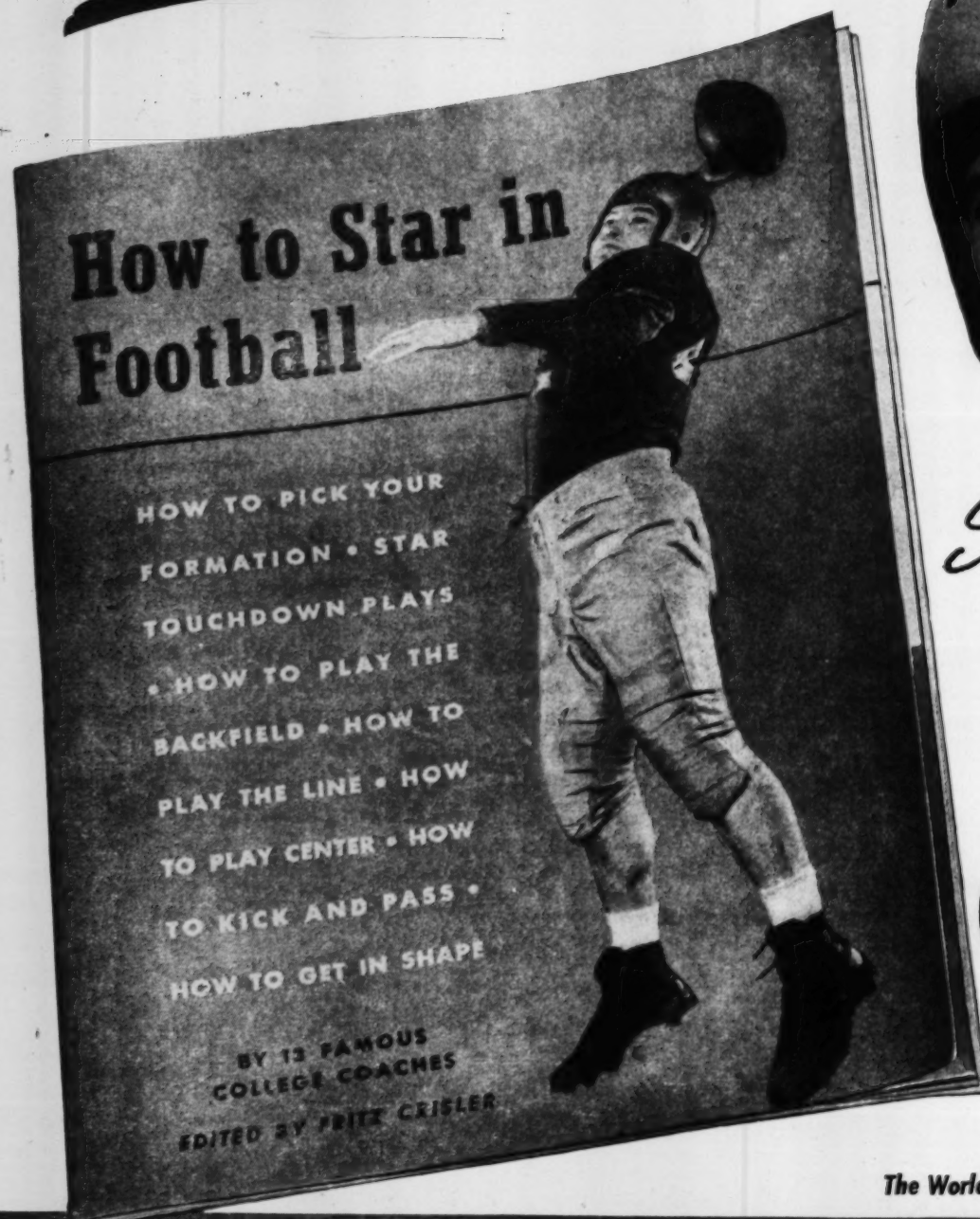
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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

At least one athlete we know can boast he wears the panties in his family. That would be Frank Parker, the tennis player. He proved it in one of the early rounds of the Spring Lake tourney this summer.

Upon opening his bag in the locker room, he discovered he had mistakenly packed his wife's shorts. By this time it was too late to do anything about it. Although the shorts zipped up on the side, Frankie slipped 'em on and went out to do combat. After the match, Frankie revealed his wife makes all his tennis shorts and that there are none better.

Frankie has been caught short before. One year at Rye he walked onto the court wearing a long polo coat. When he doffed it to begin action, he found to his horror he had forgotten to put on any shorts at all. It was a trifle embarrassing.

During the last quarter of the 1916 Georgia Tech-Cumberland debacle, won by the Rambling Wrecks, 222-0, one of the Cumberland players came out of the game in a daze. As he staggered toward the wrong sideline, the coach asked him if he felt alright, if he knew where he was.

"Sure, coach, I know where I am," the boy replied. "I'm on the Georgia Tech bench. I been in the game four times and I ain't going back any more."

Overheard in a prize fight arena, during a lull in the action: "Hit him now, yuh bum! Yuh got the wind wit yuh!"

Hats is hats—to a man, that is—but when Mrs. H. R. Burtz showed up in her tricky number at the Atlanta baseball park, it almost broke up the ball game.

The hat not only lighted up like a neon sign. It was one. When illuminated, the hat resembled a pink, blue

and white halo. Mrs. Burtz flashed it on and off, whenever carried away by the play of the Cracker nine.

When Bobo Newsom joined the staid Yankees in mid-season, he promised Manager Bucky Harris to give up all his shenanigans. But once a character always a character. In his first Stadium outing against the White Sox, Bobo came up with a piece of nonsense that set Yankee baseball back 30 years.

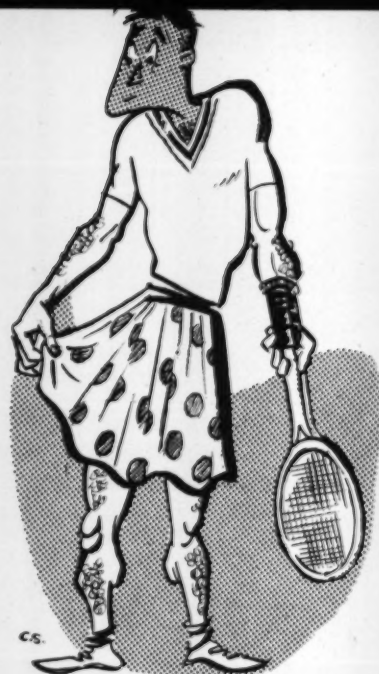
With one out, Bobo hit a ball straight back at pitcher Joe Haynes, which the latter took on one bounce. Bobo started to first, stopped after a few steps, and strolled toward the dugout. Haynes, seeing Bobo quit on the hit, withheld his throw to first. After watching Newsom enter the dugout, he walked to the mound and started preparing for the next hitter.

Suddenly a loud commotion arose. Haynes looked up, startled, and saw—Bobo streaking to first! The Yankee blimp had entered the dugout, sneaked furtively along its length, emerged on the other end, and was now lumbering to first with all the speed his 240 pounds of suet could muster. The first baseman, caught by surprise, just managed to beat Bobo to the bag.

Bobo thereupon returned to the dugout, with the approval of the crowd thundering in his ears.

When our colleges go shopping for coaches these days, they usually wind up at some high school counter. During the past three years, at least 30 high school men have been picked up by college coach-hunters. This tribute to the caliber of modern schoolboy coaching is very flattering—and frequently bewildering. Take the city of Cleveland, for instance. If the colleges don't stop carrying off their high school coaches, Cleveland may soon be faced with a coach shortage.

Our old friend, Floyd A. Rowe, of the Cleveland Board of Education, tells us that no fewer than five local high school men have been weaned away by the colleges this fall: Herb Eisele and Bill Belanich, from Latin High to John Carroll Univ.; Glenn Fraser, from Lincoln High to Ohio Wesleyan; Norb Rascher, from Benedictine High to John Carroll Univ.; and "Geever" Gavin, from Holy Name to Dayton U.

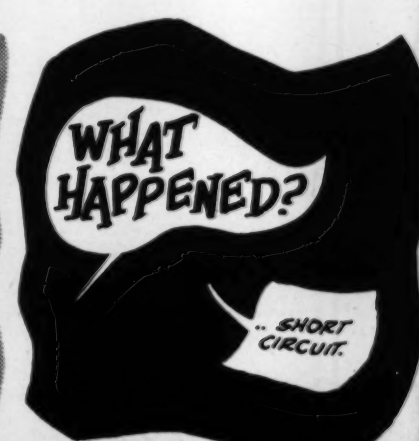
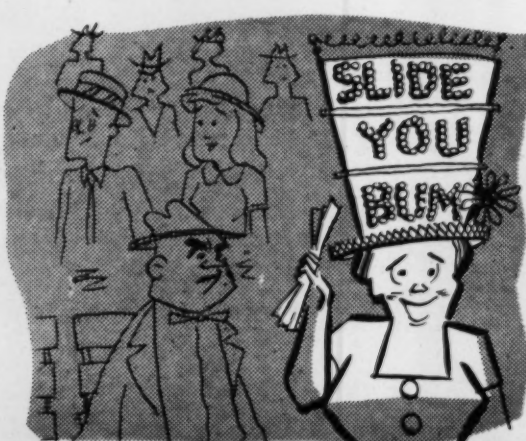


All except Belanich accepted head-coach posts, and all except Rascher, a basketball coach, took over coveted football jobs. Three other coaches, says Mr. Rowe, were offered college positions but decided to stick to the high schools.

Mr. Rowe, surprisingly enough, also dips his oar into the Feller-Newhouser controversy. In our June *Coaches' Corner*, we attempted to prove that Newhouser actually had a better strike-out record than Feller in 1946, despite the fact that "Bullet Bob" broke the all-time whiff mark. As evidence we cited the fact that Hal averaged .9385 strike-outs per inning to Bob's .9380.

Mr. Rowe, a statistician of long and honorable standing, takes us to task for these razor-edge calculations. He says: "Strike-outs can only be measured in units. Therefore, figures carried beyond the second place of decimals are not statistically significant. The figures .9380 and .9385 prove nothing statistically except that someone can divide one number by another to four places of decimals."

Can anyone top this success story? In 22 years of football, basketball and baseball coaching at Stevens High School, Claremont, N. H., Clarence P. Parker has won 679 games and lost 201 for an over-all percentage of .691. His grid teams have won 126 and lost 65, his hoop teams have captured 320



Football Fundamentals

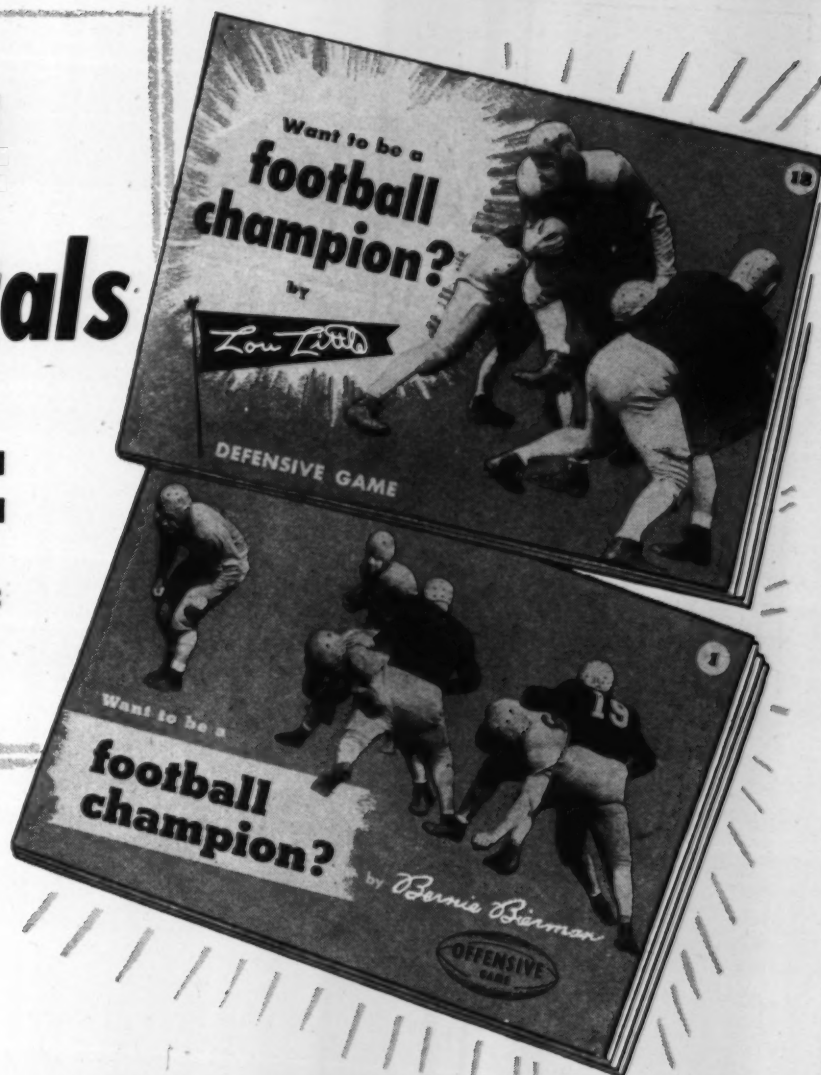
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while losing 147, and his baseball clubs have won 233 games and lost 89.

The state of Ohio is so ferociously proud of its basketball attendance records that a reporter who misses a customer or two in counting up the house will have the ribbon ripped out of his typewriter and then be summarily cashiered out of the service.

For instance, in our round-up of state high school tournaments last May our Ohio reporter, Lou Berliner, vouchsafed that the Ohio tilt attracted a crowd of 9,257, "a new record for any session in the history of the state athletic association."

"This isn't true," cries Edward F. Ungers, faculty athletic manager of South High School, Cleveland. "The South High—East High playoff drew 664 more people, or 9,921 fans in all. We are very proud of both the game and the attendance, and we know you will feel the correction is justified."

Before the argument reaches the Berliner point, we hope Mr. Unger will check with our Ohio reporter.

Don't look now, but that long-awaited successor to Ring Lardner has finally put in his appearance. His name is Red Smith and he operates for the N. Y. *Herald Tribune*. He writes simply and beautifully and possesses a sense of humor second to none in the sportswriting business.

Fittingly enough, Red this year copped first prize in the annual E. P. Dutton sports-story contest. His winning column, entitled *A Sad Case of Malnutrition*, was written after a Rhode Island State basketball game and concerned itself principally with

that great Rhodie swifty, Ernie Calverly.

"Calverly," wrote Red, "is a gaunt, pale young case of malnutrition who'd probably measure up as a fairly sizable gent in your living room but looks like a waif among the goons who clutter up the courts. . . . But when he lays his hand on that ball and start moving, he is a whole troop of Calverly, including the pretty white horses. The guy is terrific, colossal and also very good."

Red concluded his column thus: "Then the game was over and there was a threshing swirl of players and spectators in a knot on the floor, and then Calverly was shoved up out of the pack and rode off on the others' shoulders. Which was fair enough, since the others had ridden to victory on his. They rushed him out and he broke loose barely in time to avoid being skulled where the exit ramp goes under the stands. They would have liked to bash his brains out."

It doesn't pay to be a gent—at least not in baseball. Ask Pee wee Reese, the Dodger shortstop. In one of the Dodgers' crucial games last month, Pee wee worked the pitcher for a walk. Dixie Walker was the next man up. Dixie cut hard at a pitch and missed the ball completely. His grip slipped and the bat went skidding along the first-base line. Reese, the gentleman, stepped off the bag to pick up the bat for Dixie—and was picked off first by a fast peg by the catcher!

Here's an oddity—Bill Rigney, the Giant infielder, was bat boy for Oakland (Pacific League) when Ernie Lombardi was a catcher there.

A SPORTSMANSHIP CREED FOR ATHLETICS

WE talk a great deal about promoting international amity; of the importance of educating young people to understand how vital it is for all nations to live together in a spirit of good will. We are told again and again that our foreign affairs must be conducted in neighborly kindness, if mankind is to survive.

Athletics are the chief "foreign affairs" of New Jersey schools; the means whereby groups meet, in friendly fashion, with other schools, just as nations do in commerce.

But, while athletics are competitive in nature, they are not war. They are, historically and biologically, nature's substitute for war.

Viewing athletic contests from that angle, it is important not to let the sense of rivalry and conflict develop into dangerous violence. If we expect to teach our young people international amity, it is well to begin on the playing field and in the gymnasium. There they must

learn self-restraint, a code of honor in conflict, and a willingness to concede merit to opponents.

War has degenerated into a savagery that would appall the Sioux Indian or Attila Hun. Let's keep athletics on a loftier plane, as one way of redeeming mankind.

The situation is made either more difficult or easier by the fact that it is not usually the actual players who offend. It is more frequently the bleacherites. Often the worst culprits are adults who, through insulting shouts or cowardly blows while watching a game, vent a frustration or compensate for a feeling of inferiority.

Physical educators and coaches, along with the rest of the faculty, must make it their duty to educate all persons interested in athletics in the fact that athletics at its best is *chivalry*, the modern synonym for which is *sportsmanship*.

—Max J. Herzberg in N. J. Assn. Bulletin

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"REAR-GUARD ACTION"

(See front cover)

THAT striking football shot on the front cover was taken by a schoolboy—Ernest E. Pascucci, 17, of Cardinal Hayes High School, New York—and won first prize in the annual Scholastic Photography Awards conducted by Scholastic Magazines. In addition to his prize, Ernie was rewarded with a photography scholarship to college.

This year Scholastic Coach is offering five supplementary awards of \$10 each for sports action pictures. The winning photos will be published in Scholastic Coach, along with any other pictures deemed interesting enough. Payment will be made at standard picture rates.

Scholastic Photography Awards are part of the comprehensive Awards program conducted annually by Scholastic Magazines. Last year more than 140,000 junior and senior high school students participated in it.

Highlight of the Scholastic Photography Awards was a month-long exhibition of the outstanding photos at the East River Savings Bank, Rockefeller Center, New York. A similar exhibition is planned for 1948.

In addition to the many cash prizes, a scholarship to the New York Institute of Photography will be awarded to the student submitting the best portfolio of photographs.

The Scholastic Art Awards program, in which students submit art work of all kinds—oils, pastels, charcoals, prints, sculpture, etc.—is climaxed by the National High School Art Exhibition at the Fine Art Galleries, Carnegie Institute, Pittsburgh.

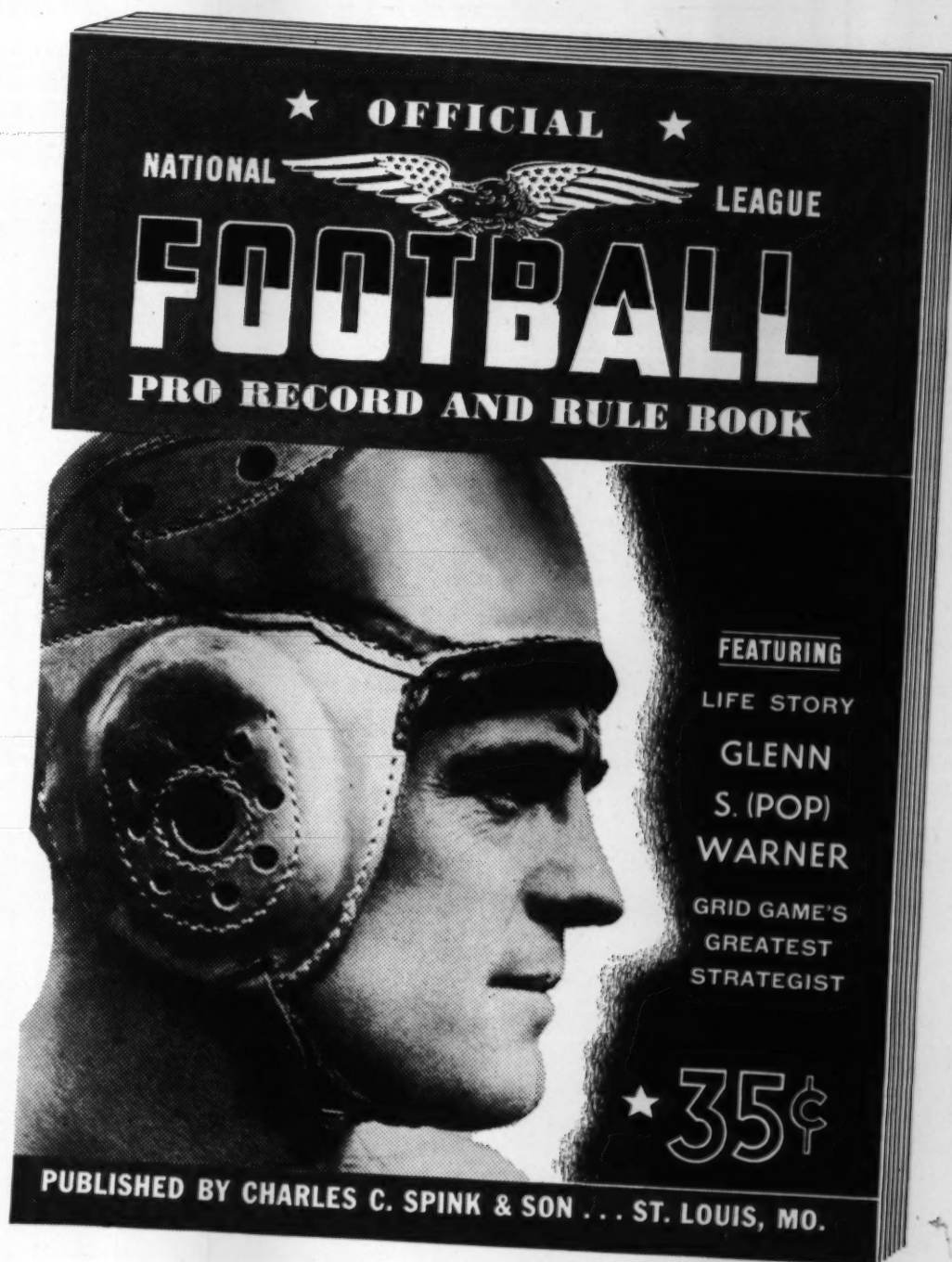
Prior to this, regional exhibits, sponsored by leading department stores, are held in more than 40 cities throughout the country. The best of the works selected at the regional exhibitions are then judged for national honors. More than 70 scholarships to leading art schools are awarded.

Scholastic Writing Awards have 23 classifications ranging from short story, essay and poetry to autobiographical sketch and radio scripts.

The past year Scholastic Awards also sponsored the first National High School Industrial Arts Fair at the Chicago Museum of Science and Industry. Displayed prominently were school shop projects in wood, metal, mechanical drawing, painting, and model making.

All these awards programs are encouraged with cash and merchandise prizes by leading manufacturing and industrial concerns.

Individual rules booklets for each of the Awards programs may be obtained by writing to: Scholastic Awards, 220 East 42 St., New York 17, N. Y.



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by ART SHOUSE

The Schoolboy Lineman



IN probing for our type of boy for the line, we look for: (1) assertive defensive ability; (2) pugnaciousness; (3) proper mental attitude; (4) academic ability; (5) intelligence; (6) pride; (7) good legs; (8) speed; and (9) reasonable size.

At the beginning of the season, we inform our potential lineman that there is a right way and a wrong way in football—there is no such thing as a halfway job—and that all of his actions will impress the coach as either good or bad.

Boys who manage to impress the coach favorably will make the starting team. The others will play only now and then or maybe never get to play at all.

After the boys have been picked, we develop them through hard, constant, daily drilling. We are a great believer in repetition, and in our drills we remain as game-like and compact as possible to prevent the practice from becoming dull.

Believe it or not, we work on stance from the beginning of the season to the end. We have our boys so conscious of good stance that we notice them checking it even in game competition.

When we feel they have absorbed the rudiments of stance, we check by having them run under ropes with their backs parallel to the ground. This drill teaches the boy the correct way to run—back parallel to ground, head up, eyes open, legs spread, arms pumping, and feet driving with short, choppy steps. The drill most certainly teaches the lineman to operate in a low and powerful manner.

Here are a few drills with which we try to develop leg spring, aggressiveness, speed, competitive spirit, coordination, and balance.

First the boys are set up in two lines facing the coach. At his command, they leap as far as possible, landing on hands and stomach. Then they get up and charge toward the coach.

Next we have them charge out to a given distance on all fours, then get up and charge the remainder of the way to the coach.

Last we have them charge out all the way on all fours. We call this "dogging it." The men run on all fours to the coach about 12 yards away, and return in like fashion, racing to see who is the fastest.

This drill affords sound preparation for actual competition, inasmuch as linemen often have to depend on the arms and hands when knocked off balance. Proper usage of the all-fours position also comes in handy while blocking.

We teach our boys the technique of shoulder blocking, on a blocking dummy. First, good stance is essential—head up, eyes open, back parallel before and while charging, bull-neck, and short, wide, choppy steps.

Just before the boy hits the dummy, we want him to coil (bending at knees) and to release like a spring, taking a dip just before impact.

We constantly stress the importance of this routine by calling as the boys prepare to charge: (1) Check your stance; (2) Coil—bending at the knees; (3) Spring.

By having our men coil, we accomplish two things—lowness and power.

After this technique has been mastered, we repair to the single charging sled to develop form, strength, and a powerful charge.

As the season progresses, we gradually decrease our work on the heavy charging machine, for we don't want to work all the "steam" out of our boys.

After mastering his initial charge, the player must learn how to protect a ball-carrier, particularly against a shifting oncoming tackler.

The ball-carrier is frequently forced out of his natural path. The blocker can sense this by the reactions of the approaching tackler. In this situation, the blocker must shift his blocking angle from one shoulder to the other, getting his body between the carrier and the opponent.

MEET POWER WITH POWER

In other words, he must meet power with power. We put in a lot of practice on this shifting sort of block. The blocker is urged to stay with his man—to sting and stick to him like a bee.

Downfield blocking is different. We want our man to hit someone, knock him down, then get up and keep ahead of the carrier.

Linemen must get the jump on their opponents on both offense and defense. The rest of the job then becomes easy. We repeat this so much that the cry, "Get the jump! Get the jump!", probably rings in their ears at night.

After this, we teach the side-body block. This is sometimes referred to as a "pincher" block, particularly as applied by ends on tackles on end-arounds.

After a boy has hit his man with a shoulder block and feels he can no longer stay with him, we want him to go into a side block by putting pressure on his opponent in a crab-like manner, charging at him on all fours, keeping the body between the opponent and the ball-carrier, and driving the opponent out of the path of the runner.

We want our line to hit hard and to move both the opponents and themselves quickly out of the runner's path. With a ball-carrier on their tail, they must clear out quickly and effectively. Here are

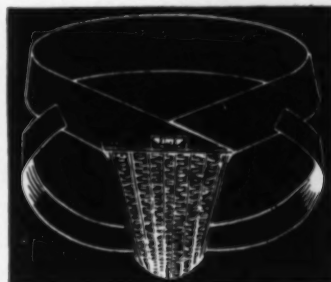


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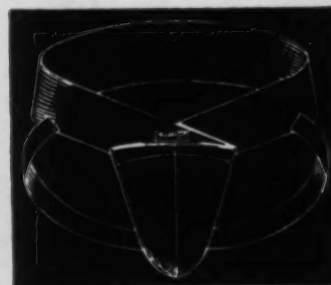
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some of the maxims we urge our boys to remember:

1. The world loves a fighter.
2. Success comes only through hard work.
3. A blocker never looks back.
4. Be a caveman on the field, a gentleman off the field.
5. A quitter never wins, a winner never quits.
6. We prefer a "green" player to a "ripe" player. A "green" player is never satisfied, he keeps trying to improve himself; whereas a "ripe" player often becomes complacent, stale, and useless.
7. Dominate your opponent in every situation.
8. When you hear a horn, put on speed. When you hear a whistle, stop.
9. The more vicious you are, the easier the job.
10. Knowledge leads to confidence. Confidence plus brains and aggressiveness win ball games.
11. Get the jump on your opponent.

DUMMY DRILLS

When progress has been made with the shoulder and side blocks, we line up four dummies with a man holding each. We then have four lines of players take turns at charging the dummies.

At a whistle, a man from each group charges the dummy. They hit first with a hard shoulder charge, next with a side-body charge.

At each successive sound of the whistle, they shift from one side of the body to the other—on all fours with knees never touching the ground and hands never touching the dummy.

While contacting the dummies, they are also moving them forward with short, choppy steps. At the close of each drill, we single out the man who has driven his dummy the farthest.

Along about this time, we begin thinking about downfield blocking. The boy is urged to use a shoulder charge, if possible; a hip block as second choice; or, as a last resort, a running side-body block.

Four dummies are again lined up for drill on the hip block. We practice this block more with the left hip than with the right because the left hip block is usually harder. We always work most on the hard things; the easy things usually take care of themselves.

When hip blocking becomes natural, another drill is used featuring two lines of dummies with three boys in each line. They hit the first dummy with a shoulder charge;

then, at a whistle, go into a side-body block. Next, they hit the second dummy with a hip block, and then hit the third dummy with the opposite hip.

This drill approximates game conditions, teaches a boy to use his body in several ways, and develops the more unnatural skills.

We now reach a more complicated drill. When a boy is assigned to block an opponent in front of him, either in or out, no special mental strain is put on him. But when he finds the defensive man playing one or one and a half feet out, and he must take him in, he is apt to become perplexed.

To solve this problem, we work on "position blocking" on the charging machine. The boy practices lateral stepping, pushing off with one foot and landing about a yard out, thus getting into good position to block his man in.

If this doesn't work in the game, we tell our boys to concentrate on blasting the man out, opening a path for the runner.

We teach our boy to establish contact with a hard spring so that he can dominate the opponent from the start. The arms are bent at the elbows with the hands against the chest, and contact is made on the upper part of the arm. The blocker whips this part viciously into his opponent, and maintains contact with short, choppy steps.

We develop this technique by pounding away at it on our charging machine.

INDIVIDUAL BLOCKING

Much time is also spent on individual blocking. Two men are lined up facing each other. The offensive man has a ball-carrier about five yards behind him and a defensive man in front of him. A center feeds the ball to the carrier on a count of one, two, or three.

The coach stands behind the defensive man and indicates both the count on which the ball should be snapped (with his fingers) and the direction of the run and block (with a wave).

In a follow-up drill, we tell the blocker to take the tackler straight on and just stay with him until the carrier clears the block.

To be a successful blocker, a boy must learn four basic things: (1) getting the jump; (2) keeping the eyes open; (3) maintaining balance—being aware of men faking under and going over; (4) beating the opponent to a low charge by fighting

(Continued on page 56)

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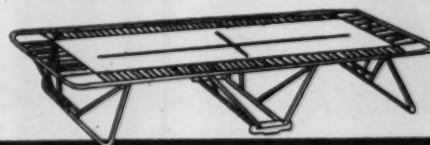
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by DR. HENRY F. DONN

Hire Your Officials SENSIBLY

ALMOST every school in the nation sponsors athletic contests as part of its educational function. In some schools, these contests assume major proportions. In others, they are limited to a few games a season.

Whatever the scope of the program is, some method of obtaining athletic officials must be established.

Some administrators who pride themselves on their well-run, efficient school systems show a lamentable lack of judgment in their method of hiring officials.

Although the officials are charged with (1) the direct supervision of adolescent athletes who are at an emotional pitch; (2) the presentation of a school activity which attracts more newspaper publicity than any other school event; and (3) controlling the tempers of thousands of spectators—they are often hired sight unseen! Little, if any, effort is made to determine their training or experience.

Some school administrators hire their officials verbally during some chance meeting long before the event is to take place. Other schools use letters as the medium of employment. A few schools employ the written contact.

MIXED SIGNALS

It is not unusual to have five men report for a football assignment, where only four are needed. In at least one instance, a high school had seven men report—all hired for the same date!

The other extreme is even more common. How many times have you witnessed a gymnasium full of basketball spectators and two teams that have warmed themselves up to a point of fatigue, awaiting officials who were miles away at another game, having forgotten a verbal assignment given to them sometime in the past?

Officials often have to be hurriedly phoned to work a game called for 7:30 P.M., which they thought was to begin at 9 P.M. And how many times has a school administrator

been embarrassed by the refusal of a referee or umpire to accept the offered stipend because it was smaller than his usual fee?

Situations like these are indicative of improper planning and unbusinesslike administration.

Good administration requires the selection of competent, well-trained, and experienced persons. There should be no uncertainty about the provisions of the contract. Sufficient time should be allowed to correct any misunderstanding long before the date of the contest.

Whether this detail is attended to by the administrator himself or is relegated to some co-worker, it is up to the administrator to acquaint himself with accepted practices in the hiring of officials.

The same care that is used in the selection of faculty members should be exercised in the hiring of officials. Experience, training, observation of the official while conducting other games, and the recommendation of competent men in the field, are factors that should be carefully considered.

It is not necessary for the official to be a teacher. Some of our best football, basketball, and other sports officials are recruited from the clergy, business, and the professions. The job to be done directly affects the students, and the administrator wants that job done efficiently and with understanding. Suggestions that should aid in this selection are proposed:

1. The official should be a member in good standing of a recognized professional group of officials.

2. The official should be in good physical condition. Many games, particularly football and basketball, require a great deal of running by the official. It is physically exhausting work and requires a sound body and an alert mind. A slow official handicaps the game and encourages roughness among the players. Officials who wear glasses should wear them in performing their duties.

3. The official should have a perfect knowledge of the rules and the ability to interpret them prop-

erly. His interpretation of the rules should be fair, instantaneous, and enforced without compromise.

4. The official should be able to understand and manage the participants. A false conception of "game-ness" often drives an injured player into taking unnecessary chances; while many a fight can be avoided if the official will take proper steps in "cooling down" a couple of "hot-heads."

5. The official should arrive in plenty of time to take care of pre-game details. He should notify the coach or faculty adviser of his arrival.

6. The official should be attired appropriately for the contest and should give a well-groomed appearance.

7. The official should be prompt in replying to business correspondence issued by the school.

8. The official should send a reminder of his assignment one week before the game.

The *Manual of Football Officiating*, issued from the New York City Central Office of Eastern Intercollegiate Athletics, gives this definition of an ideal official:

"The ideal official is the one who notices everything but is seldom noticed himself; who is considerate and courteous without sacrificing firmness; who cooperates fully with fellow officials; who is physically able to be—and is—in the right place at the right time; who knows what the rules say and what the rule means."

PROPER PROCEDURES

Athletic officials are co-workers of the school faculty and as such should be given recognized courtesies. The following practices exist in a great many schools and are conspicuous by their absence in too many others.

1. The school should provide a written contract of employment for the official.

2. The school should provide adequate dressing facilities, apart from both competing teams and coaches. Privacy is necessary in the pregame discussion of officiating mechanics, review of the rules, and any other business that the officials may have.

3. Officials should be assigned a student manager whose specific duties start with meeting the officials at the school entrance or field and escorting them to their dressing quarters.

The student manager is needed to notify the coaches of the officials' arrival, to assist in the obtaining of

Girls Support Own Rifle Club

writes **ETHEL WENTWORTH**
of Centennial High School
Pueblo, Colo.



PUEBLO CITY SCHOOLS
District Number 60
Pueblo, Colorado

FEDERAL EDUCATION DEPARTMENT

Scholastic Coach
220 East 42nd Street
New York 17, N.Y.

Dear Sir:

Last year forty girls were given instruction in Riflery at Centennial High School in connection with the girls' gym classes. This year twenty girls have returned to the club and fifty new girls are anxious to join. Our progress is retarded because we have only a two point range. This range is a girls' locker room. The club is self supporting, being financed by dues and entertainments. I feel much of the keen interest within the club is due to the fact we enter many tournaments and take part in as much competition as possible. We enter matches with our own R.O.T.C. boys, sponsor turkey shoots at Thanksgiving, etc.

Besides working on the N.R.A. Junior qualification course, we entered the following matches:

1. N.R.A. Postal Match (2 teams of 10 girls each)
2. Wm. Hearst Match (4 teams)
3. Goodman Match sponsored by the Pueblo Rifle Club.
4. Spud Shoot at Monte Vista, Colorado
5. Roy Best Shoot, Canon City, Colorado
6. Southern Colorado Shoulder to Shoulder Rifle Match
7. State Shoulder to Shoulder Match
8. National Junior Interscholastic Rifle tournament at Denver. (Centennial girls have been winners of this match 8 times)
9. Centennial placed 4th in the U.S. last year.)
9. Eight girls qualified as Expert Riflemen last year.

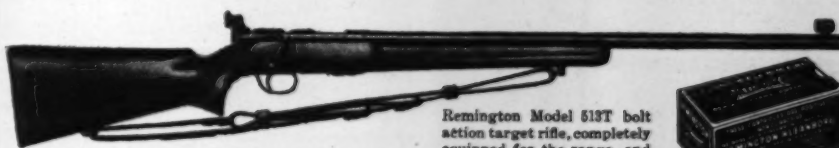
Given even breaks, I am sure you will find girls will display just as good sportsmanship and make just as good scores as boys.

Sincerely,

Ethel Wentworth
Ethel Wentworth
Girls' P.E. Instructor
Centennial H. S.
Pueblo, Colo.

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game equipment, to lock the dressing quarters, and to assist in any exigency that arises.

4. Officials in contests requiring the use of minor assistants, such as stakemen in football, timers and scorers in basketball, should be provided with competent persons, whether they are faculty members or students. It is necessary for these assistants to know the rules, particularly as they apply to their duties.

5. Officials should be paid promptly for services rendered. Payment is usually made by checks issued before or immediately after the contest. If cash is given, a receipt for the same should be signed for on a cash voucher.

6. Officials should be extended the same courtesy given to other members of the faculty. There is no excuse for abusive language from players, coaches, or spectators.

Officials do not enjoy calling fouls. The less fouls committed, the more enjoyable is the game to everyone concerned. But it is the specific duty of an official to call fouls when he sees them. If, in the opinion of the administrator or coach, the officials used poor judgment, it is his privilege not to rehire them.

An administrator would not tolerate any unprofessional display of temper, especially in the presence of students, between two members of the faculty. Neither should he tolerate the exhibitionism resorted to by some coaches in protesting a decision by an official.

In the interests of good administration and the raising of existing standards in the hiring of athletic officials, the following methods of procedure are presented. They represent procedures which may eliminate many existing malpractices.

1. Make up a list of *approved officials* who are satisfactory to your coach and players. Include in this list only persons who are members in good standing of a professional organization of officials.

The faculty adviser and coach should go over this list carefully for each contest assignment as there may be a preference for certain officials at a particular game. The *approved list* should be submitted to your competitors with the request that they eliminate any official who does not meet with their approval.

The opponents should also be granted the courtesy of stating an order of preference for the mutually approved officials.

2. Upon the receipt of the approved list of officials from the opponents, make every effort to employ the men requested. A *form*

letter of appointment may be sent to the prospective official. It may read as follows:

You have been selected to officiate a game between North High School and at the North High School (gymnasium or field) on Friday, January 7, 1947, at 7:30 p.m. The fee for this assignment is \$..... Please give us an immediate reply on the enclosed post card as to whether or not you can accept this assignment.

(Faculty Adviser)

3. The acceptance of appointment post card can be mimeographed to read:

I am (am not) free to accept your assignment to officiate at your school gymnasium (or field) on

(Signature of Official)

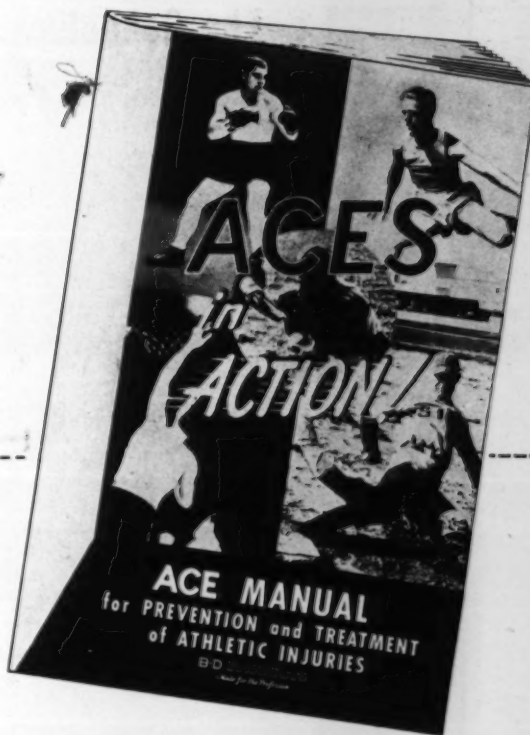
4. On receipt of the acceptance of appointment card from the official, the school should send him a written contract containing the following data on duplicate sheets, one of which the official is to keep and the other he is to return immediately to the school:

- (a) Date of assignment.
- (b) Game and contestants.
- (c) Location of game.
- (d) Starting time of game.
- (e) Date of game.
- (f) Fee to be paid for services.
- (g) The exact assignment of officiating: referee, umpire, head linesman, field judge, starter, clerk, etc. This should not be left to the moment before the contest.
- (h) Include the names of other officials to be used in the contest. This is a convenient service to the officials as they may arrange mutual transportation.
- (i) The contract should be signed by the faculty adviser and a space provided for the signature of the official.

5. Upon receipt of the signed contract, a form post card should be sent to the opponents informing them of the names of the officials who have been employed for the contest.

6. A week or two before the contest, a post card should be sent to the official reminding him of the assignment. Professional official organizations encourage their membership to send a "reminder card" to schools, a week in advance of their officiating assignment.

Scholastic Coach readers will immediately identify Dr. Henry F. Donn as the author of the superb series of hygiene articles that appeared in *Scholastic Coach* the past year. In addition to coaching basketball and teaching physical education at Weequahic High School (Newark, N. J.), Dr. Donn is a member of both the North Jersey Board of Football and Basketball Officials and the Eastern Intercollegiate Association of Football and Basketball Officials. His article appeared originally in the *School Board Journal* (March 1947).



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The Schoolboy Lineman

(Continued from page 51)

to get under and lower than his shoulder.

We use a drill called "root hog" to develop fight for the "low position." Two men team off facing one another with right shoulders together (alternating to other shoulder later). At a whistle, they start fighting for the low position. The one who can get under the other will always force him back.

In our physical training classes and during the summer months, we urge our boys to play lots of basketball and handball, to box and skip rope. These exercises will build up their legs and, best of all, make them shifty and light on their feet.

Footwork is very essential to a good lineman. That's why boxing is such a helpful exercise. In addition to developing footwork, it teaches effective use of the hands.

Here are a few special grass drills we give our boys during the season:

1. Duck waddle.
2. Push-up.
3. Neck exercise (Lie on back with legs bent under, raise up on neck and hold position, then return and repeat). A strong neck is vital in blocking and tackling.
4. Bouncing while in full squat position. (Take four hops in a stationary position; on the fifth count turn a quarter; take four more hops and turn another quarter. Repeat until you have turned all the way around.)

Have the boys perform this exercise until fatigue sets in. This drill really builds up a boy's calves and helps him acquire leg drive.

In teaching our guards to pull out and run interference, we get very technical. We want him to sit there with a poker face as if he were going to make a straight charge; then, at the right split-second, to explode out of the line in the desired direction.

Here is the procedure (for left guard): Shift weight to inside foot, pivot sharply, simultaneously whipping the right arm back and downward to aid in the take-off.

Push off hard with inside foot and point outside foot toward the sideline; then step in the direction of the sideline—not backward. Come out real low with the feet wide and digging hard. (See step-out pictures on page 9.)

Here is a pull-out drill we work on nearly every day. The men line up alongside a dummy representing the center, while the coach faces

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them with a ball at his feet. As the coach picks up the ball, the men take off to the right and left in the direction of the sidelines.

A helmet is placed about 10 yards out so that the men can practice the correct way of cutting up-field without losing speed. Upon reaching the helmet, they plant the outside foot, shift the weight over that member, and cut sharply up the field.

We usually have them blocking dummies in the backer-up spots. We stress a vigorous pumping of the arms for speed, and have the center, tackles, and ends working along with the guards.

In blocking the backer-up, we use a shoulder block whenever possible. If the situation forbids, we substitute the side-body or running dive. We want our boy to get his man, and we don't care how he does it as long as he does it legally.

We never force a boy to give up his natural method of offense, as long as he can prove it is practical and successful. If he can't, we insist that he use our methods.

From this same set drill, we practice taking the end out. We never have our guards take the end in. We assign this to the blocking back, fullback or wingback.

MOUSETRAP DRILLS

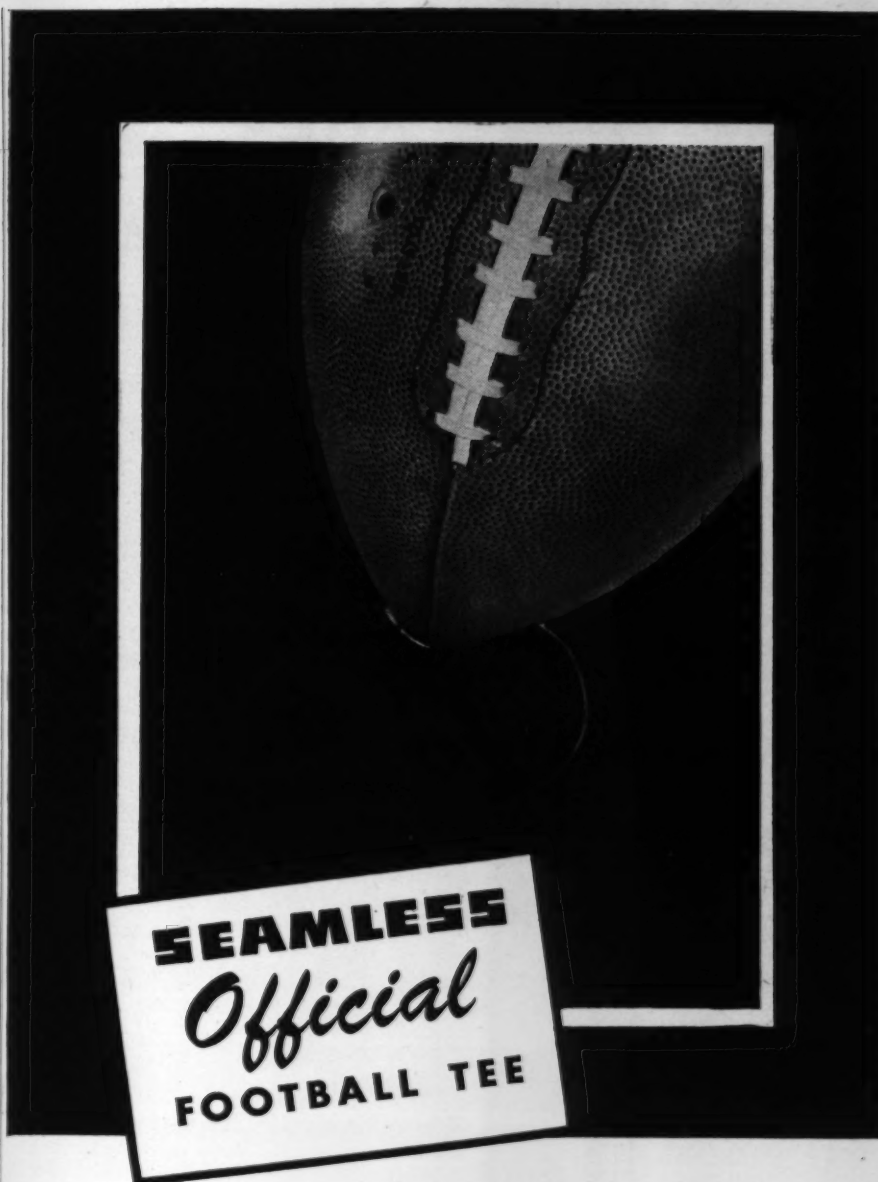
We also use this drill for practice on mouse-trapping. If the end is coming in fast, we want the guard (left guard working on right defensive end) to come out low, hugging close to the line of scrimmage, and hit the end with a hard right shoulder, pivoting and at the same time going into a side-body block.

He gets his body between the defensive man and the ball-carrier, drops to all fours, and runs the end out and back, letting the end's momentum take him out of play.

In the execution of this maneuver, the guard is in a reverse side-body blocking position. We block the same way on our mousetraps, if the opponents are coming in fast. If they are slow coming in or wait on the line of scrimmage, we go after them as we would in ordinary line blocking.

Another of our high-value drills stresses blocking in the secondary. The line sets up in normal positions with a defensive man in front of the center and a ball-carrier about five yards back of center. Two men assume the defensive center and fullback posts in the 6-2-2-1 defense.

The coach stands behind the defense and signals for the men on each side of center to pull right or left. They block the backers-up in,



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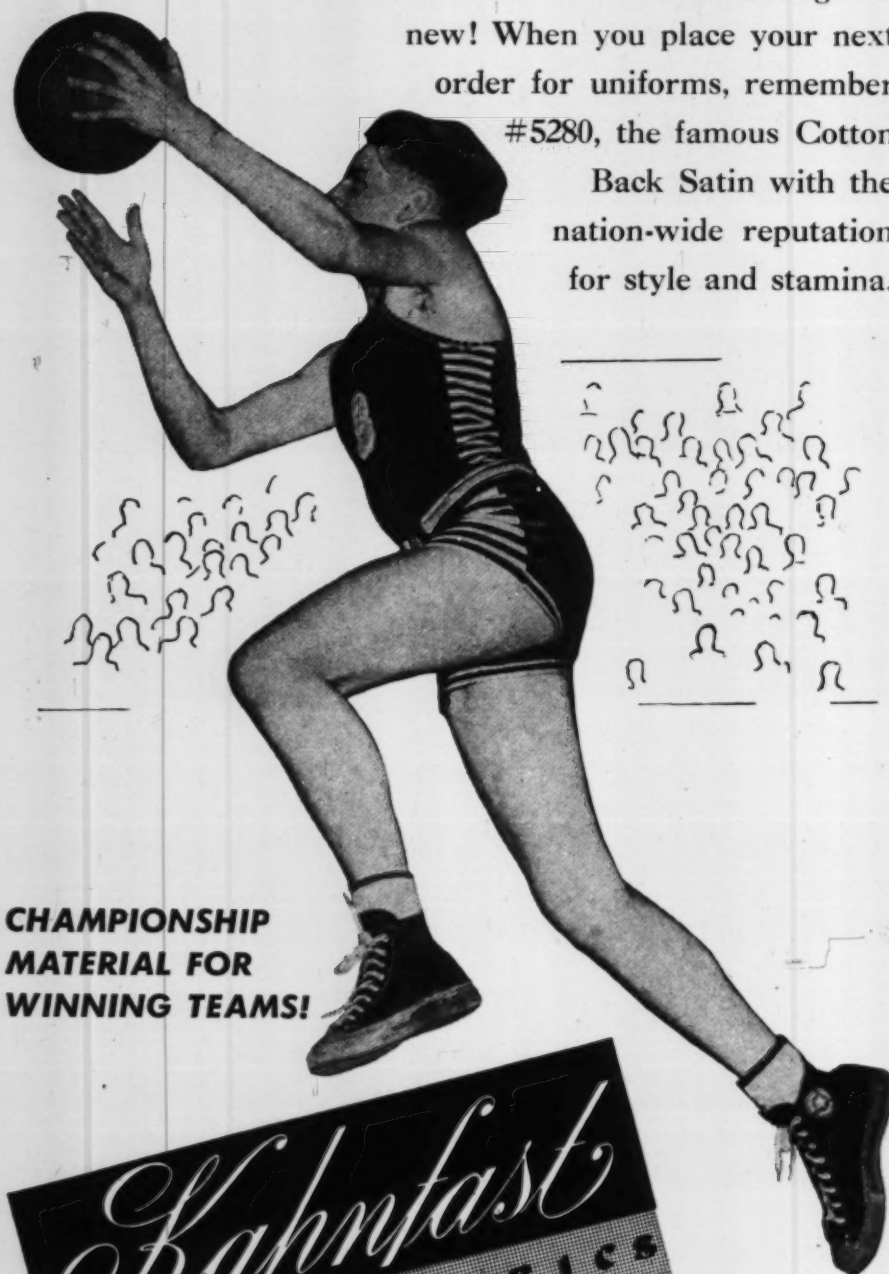
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while the ball-carrier runs around end and the center blocks the man in front of him in the opposite direction.

The coach will frequently change the signal and have the two guards drive straight for the backers-up instead of pulling around. In this instance, they hit the backers-up out while the ball-carrier drives straight through center.

The backers-up are the hardest men to block and you can't spend too much time working on this drill.

In developing hip punch (power and good usage of the hips) in blocking, we also resort to our single charging machine.

We have our boys charge head-on at the machine, driving it back about a yard, then come out of the machine backwards on all fours for a yard, and drive back at the machine on all fours at a 90-degree angle.

They hip block the machine with one side, then reverse to the other side on all fours, and block with that side. They keep doing this without stop until they have hit the machine three times with each side of the hips.

TAKING TACKLE IN

I've mentioned how our ends block the defensive tackles in on end runs. Now for the *way* they block. When the tackle is playing inside of end and is crashing, we make our end fake out with his head and shoulder, and let the tackle in for about a yard.

Keeping his eyes on him, the end pivots around on his inside foot into a reversed position. He pushes off hard with that member, which has now become the outside foot, and runs at the tackle. He hits him hard with a long reverse-hip side-block while on all fours, driving the opponent inward.

He stays with the man, dogging him, until the ball-carrier goes by.

So far we haven't mentioned defensive play. There are several reasons for this, the most important being that offensive football is harder to teach since blocking is an unnatural skill. Defensive football, on the other hand, is natural—since the player has use of his hands and arms.

In teaching tackling, our first objective is good stance and form. Here is a drill that helps: We give one lineman a ball and have another face him. The ball-carrier runs back and forth laterally, feinting and faking, while the defensive man keeps with him at all times, staying about a yard away and directly in front of him.

The defensive man is taught to stay real low with the legs well spread. He never crosses his feet as he moves laterally with the ball-carrier.

When the defensive man becomes tired, I blow my whistle. This is the signal for the man with the ball to run away from the defensive man, who gives chase and tackles him.

Next we line up the men in two lines, facing each other, and give each player a turn at tackling and being tackled. All we want them to do is run straight at each other at about half speed. The offensive man services as a dummy; he cannot dodge or fake.

As the tackler establishes contact, we want the "dummy" to jump off the ground, making himself light. The tackler, just before making contact, takes a dip—bending real low at the knees and coiling into a spring with legs well spread, back straight, and head and eyes up.

At contact, the tackler drives his head past the man, driving his shoulders upward with a quick snap into the opponent. He locks his arms around the man's legs and lifts him up on the shoulders, and carrying him back about ten yards.

The shoulders are alternated on each tackle. Our objective is to teach the boys to stay low while tackling and to develop that upward thrust by bending the knees and dipping. We want our tacklers to drive through the ball-carrier.

LIVE-TACKLING

Following this drill, we are ready for some real live-tackling practice. The ball-carrier may now use every trick at his command to get by the tackler.

Both straight-on and angle tackling is practiced at least three times a week. To make it even harder and more game-like, we make our men run or step over about four dummies lying lengthwise on the ground, before making the tackle. This is a pretty rugged drill, but it helps a lot in the development of good tacklers.

We like our linemen to make full use of their forearms on defense. We develop this usage and make the boys conscious of its effectiveness with a drill on our single charging machine.

The boys line up in single file facing the machine. They assume a defensive stance with one foot about 12 inches farther back than the other. At least one hand is placed on the ground—the hand on the same side as the retreated foot.

Contact is made on the machine

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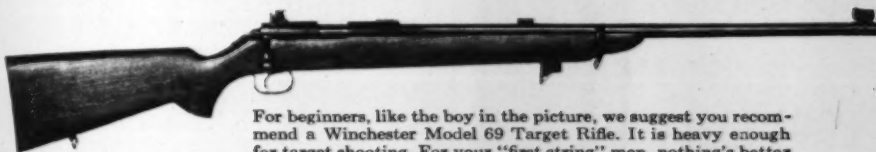
We're not suggesting that you give him a long talk on ballistics. But we believe it will pay you to impress upon him the fact that he can expect accurate bullet flight from rifle to target with Western Xpert 22's.

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And to start the new season off we are offering an excellent football PRACTICE JERSEY. There is only a limited supply of these left; most of them went last spring—but the price is still the same.

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with one of the forearms. The elbow is pointed downward and just a little outward, with the forearm extended upward at about a 45-degree angle.

The machine is hit by the forearm in an under-upward motion. At the same time, the foot on the same side is brought up close to the machine. We alternate the forearms to develop both.

After about three days of this sort of practice, the machine is hit with both forearms. The head is now driven up and into the machine, which, at impact, must be lifted three or four inches off the ground for the charge to be effective.

We use another drill to develop defensive agility when faced by one or more oncoming blockers. The men take a defensive position in front of the single charging sled, and hit it with both hands in an under-upward motion.

The elbows are locked tightly and the forward foot is simultaneously brought up close to the machine. The hands are brought up off the ground with the knee in position between the arms.

The machine is hit three or four times in this manner—front foot and leg moving up and back. A shift is made after every three or four jabs.

This is the first of two articles by Art Shouse, former U. of Florida guard who now coaches the line at Hillsborough High School, Tampa, Fla. A great fundamentalist, Art is recognized as one of the finest schoolboy line coaches in the South.

Individual Doubles

(Continued from page 38)

ble for one player to win or lose in a round is 40. For the group of five, the deca total comes to 200.

Table 4 illustrates a complete recapitulation of the match (three rounds).

According to the totals, Player d has won by a margin of six decas. Player a is second, seven decas ahead of e. Player e, though third, scored over 50, which is slightly above average in a typical group.

The champ (d), after a slow start, really blazed away, then cooled off quickly. Player a was consistent but never brilliant.

The tournament is continued with the five winners in A-1, A-2, A-3, A-4, and A-5, meeting in the semi-finals. Consolation rounds are easy to arrange. Thus in a day and a half, with each contestant playing twice on the first day and once on the second, you can rank the 125 players.

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time. This means about two hours out of two and a half hours, allowing 20 minutes for moving to and from the courts.

It is wise to impress each player with the necessity of always trying his hardest. Ability to play with anybody, to coach weak partners, and to wallop the weak sisters—helps win matches.

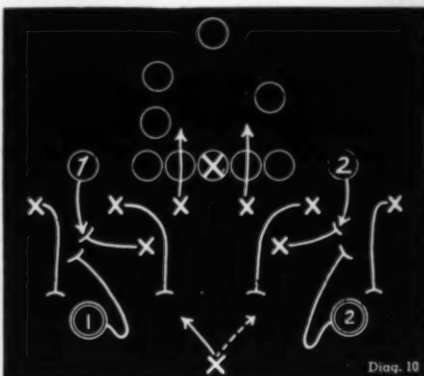
If possible, assign a non-combatant to each court to keep track of the game and to let each player know how he is doing.

If the two leading players meet each other before the finals, try to work the loser back into the competition, particularly if someone drops out after winning an early round. Or you may work up a double-elimination bracket where it will take two seconds or one third to eliminate a player.

In case of ties in deca matches, the player with the best serving record should be declared the winner.

Integrated Defenses

(Continued from page 26)



point halfway between the center and the running back. If the center is leading off the running back, move the point to a spot directly behind the blocking back and just alongside the plunging back.

Keep in mind that the point is poor against attacks which feature end sweeps and that the cup is slightly vulnerable to plunges.

Most coaches fail to plan their punt returns. Three methods are offered as suggestions (Diags. 8, 9 and 10). Take your pick, keeping your personnel in mind. But don't fail to include at least two methods in your plans for next year, especially for your speed boy.

Opponents who watched my ex-captain Gholson run back seven punts for touchdowns in 1940 will recognize these setups. Too bad every coach can't have a back of his type every year.

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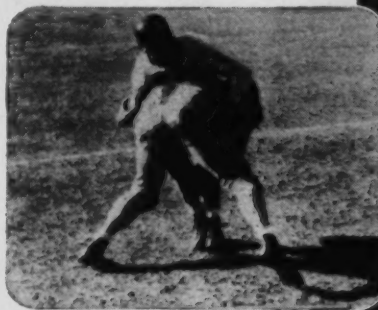
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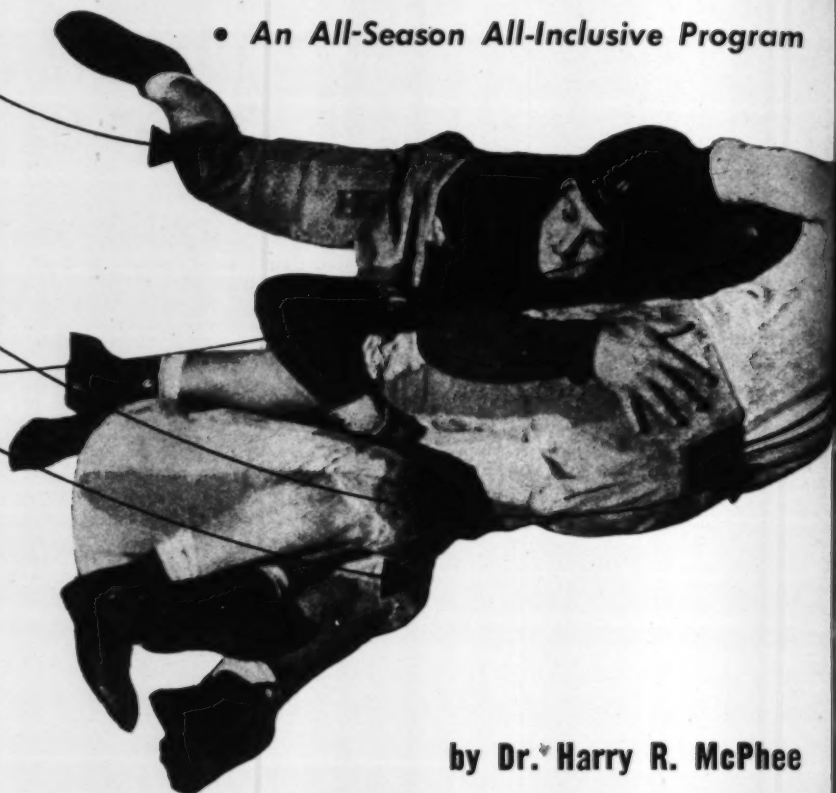
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PREVENT Football Injuries

• An All-Season All-Inclusive Program



by Dr. Harry R. McPhee

WHILE football has tremendous appeal to player and spectator alike, it does have one bugaboo which exposes it to considerable criticism. That is the injury incidence.

Let's admit it—injuries in football do have a high rate of incidence and do mar complete enjoyment of the game. But the problem has not gone unnoticed. Coaches, trainers, manufacturers of athletic goods, and doctors are constantly wrestling with it.

I'd like to concentrate here on the preventive phase. While it is impossible to prevent all injuries, we are duty-bound to do what we can. So let us observe the possibilities step by step as we proceed through the season.

Prevention should start at the very beginning, when the fields are being laid out and the dressing and training quarters planned.

The field should have a good turf, be level, and extend a reasonable distance beyond the playing boundaries. It should be kept free of stones, sticks, pits, mounds, and other obstacles; and should run north and south to minimize sun-glare in the eyes of the players.

The quarters should be clean, light, airy, warm, and comfortable. These points need no special emphasis. You all know that unless you observe them you will be fighting against unfair odds, not only in preventing injuries but in treating them.

Any program of prevention that excludes the doctor is not based on sound ground. The first requisite to athletic participation in any sport should be a sound state of health. This can be determined best by a complete physical checkup of each candidate to make sure he is physi-

cally fit to play. This checkup should include a careful review of his past medical history as well as a survey of the present condition of his heart, lungs and kidneys.

Not every boy who passes all the tests should be permitted to play. The boy who is too awkward for his own good, who does not possess a grain of athletic sense, should be discouraged from trying out for the varsity.

Because of his subnormal reactions, he is injury fodder of a malicious type. His awkwardness will result in injury not only to himself but to other players. A wise coach will encourage him to take a physical education course in coordinating exercises before going out for football.

CONDITION THE PLAYERS

The next step in prevention is to condition the players before starting heavy contact work. Records show that the majority of injuries occur in the first three weeks of practice. Hence, a few days spent in light togs, developing the so-called "wind" and ironing out early-season stiffness, will pay dividends.

The youngsters return from the summer recess in various degrees of physical condition and are subjected to practice sessions when the temperature is still rather high. Under these conditions, hard work in heavy togs, which are notoriously

poor in properties of radiation, produces early fatigue.

Fatigue delays the normal reaction time and renders the individual more susceptible to injury. Given a normal healthy body, it is within our power to delay the appearance of fatigue. But this cannot be accomplished overnight. It takes several days for the body to mobilize its forces to handle the added demands of heavy physical activity. We can do three things to assist this process.

First, make sure the boy gets an adequate amount of good, wholesome food to maintain the increased activity. The weight chart is a valuable check on this score.

Second, see that the boy gets adequate rest in the form of sleep to compensate for the increased drain—roughly, eight to nine hours.

Third, give the boy carefully controlled and graduated amounts of physical activity. This increases the capillary beds in the muscles so that the exchange of fuel for waste between the blood and muscle can take place more readily.

The heart muscle experiences this change, too, and becomes more effective in moving the blood around so that it can accomplish its job of bringing fuel and removing waste. The lungs also increase their capacity to remove carbon dioxide from the blood and replace the oxygen so essential to the conversion of fuel to activity in the muscles.

(Continued on page 64)



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With the whole mechanism working more efficiently, the waste products which cause fatigue are removed about as rapidly as they are formed. Thus we see that the functions involved in physical activity can be so coordinated and improved by sound training that the body will actually resist the development of fatigue, that bosom pal of injury.

Why some coaches feel they must ignore this vital factor and rush headlong into heavy contact activity is a puzzle which probably helps explain some of the reasons why injuries are more common early in the season.

MUSCLE STIFFNESS

Another reason for conditioning the squad adequately before heavy duty rests in the matter of muscle stiffness. This condition is very prevalent in the first days of exercise, with some boys experiencing it more than others.

While the fellow in training is less likely to manifest stiffness, the athlete going into one sport directly from another must still exercise caution. In all probability, the new sport will demand the use of the muscles in a slightly different way, giving rise to some stiffness.

It takes three or four days to work this out of a squad. During this time, the boys' actions will be a little sluggish and there may be a tendency to hold back, opening still another avenue for the injury menace.

I know that coaches have very limited time to whip their team together in the fall. But I firmly believe they will gain in the long run by taking the first three or four days to condition the squad and accustom them to the change from light summer clothes to heavy football togs.

The next step in prevention is equipment. It is folly to economize on this item. Cheap materials do not stand the strain and cost more in the end. Nor do they give the protection they should.

In the spring of 1940, we conducted an exhaustive survey on equipment at Princeton. We asked every dealer interested in selling equipment to us to submit samples. We rated each piece from the standpoint of construction. The samples were then issued to men in spring practice and they wore them throughout the five-week period.

Frequent checks were made to determine the comfort, ease of movement, and protection afforded by the articles. From this data a second rating was made on the

functional quality of each item. At the close of the spring season, the pads were again studied to see how well they had stood up under actual service, and a third rating was made on durability.

From the three ratings on construction, function, and durability, we cold-bloodedly selected what we felt was the best equipment, regardless of friends or connections. That fall our injuries fell 30 percent below our previous record, and the following year with the same equipment it was still lower.

As a matter of passing interest, we had to buy some new equipment the past fall. We got the best available, but were not too happy about it because the equipment did not have pre-war quality. The varsity, being the favored group, was given the new material and the scrubs were harnessed with the 1940 goods.

The final tally showed that the varsity experienced seven injuries to the joint on top of the shoulder and six hip bone bruises, to none and two respectively for the scrubs. We believe good equipment saves injury and are looking forward to the day when we can get it again.

Obtaining the best equipment is not the whole story. You must make certain it fits the boy and that it protects what you want it to protect.

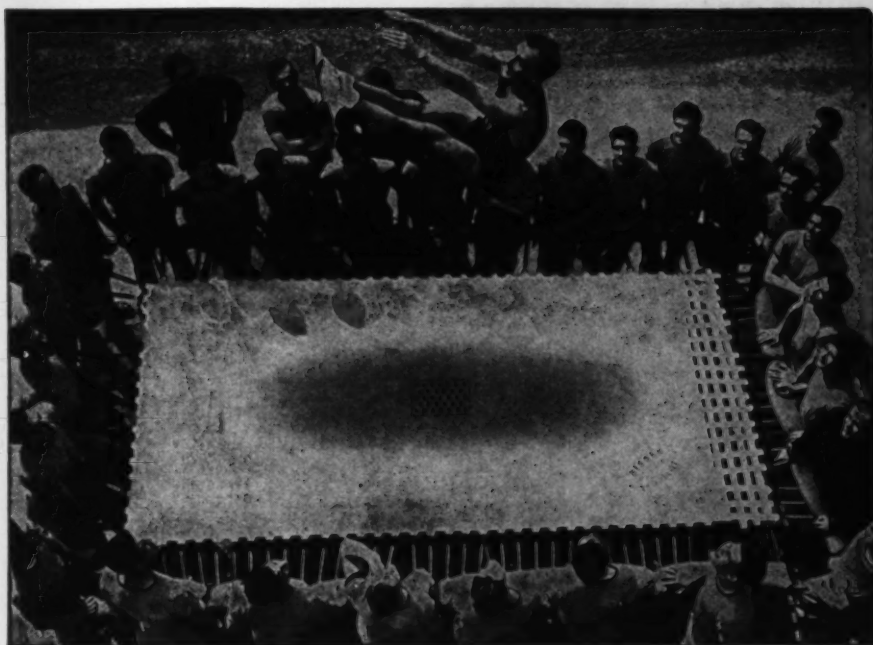
EQUIPMENT MUST FIT

If you put a short thigh guard on a long-legged fellow, you are going to expose a vulnerable spot of some size between the knee pad and the guard. We also know that the proper thigh guard can go for naught if the pant legs are so loose that the guard shifts position easily.

The hip pad must cover the hip bone and the muscle immediately above, and must not be pulled down by the pants. The shoulder pads must be flexible enough to allow full use of the arms and yet rigid enough to protect the areas of heaviest contact.

This knowledge must be used in fitting the boy properly, and it can be done only on an individual basis if you wish equipment to accomplish its purpose.

Floyd R. Eastwood, in his recent report for the Committee on Football Injuries and Fatalities, calls attention to the steady increase in fatalities due to skull fracture and brain hemorrhage. Head injuries of this type have always topped the list of direct causes of death in football. Last year it accounted for 45.7 percent of the direct fatalities. The



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committee emphasized the need for a thorough study of the problem of head protection.

I wish to second this suggestion, not only because of the fatality aspect but also because the student is training his brain for his life work and repeated injury to it can result in permanent impairment.

I see some hope for a partial solution to this vital problem in the new plastic helmet. Here is a chance to surround the head with a rigid shell in such fashion that a direct blow will not easily reach the skull without first being dispersed over a wide area.

This is accomplished by an adjustable suspension arrangement which keeps every part of the rigid shell away from the head. The old headgears kept only the crown free.

Our experience with the plastic helmets last fall was very pleasing. One or two faulty details, which could be blamed on present-day materials, were taken up with the manufacturers who felt they could be corrected within the year.

Before leaving this subject of head protection, permit me to emphasize a point which I feel is important. Once in a while you will run across a youngster with all the qualities of a good football player, but who, no matter how much instruction you give him, will insist upon putting his head in the wrong place at the wrong time so that you will continually find him stretched out on the ground.

That youngster should be removed from the game for keeps before something serious happens to him. We had to do it twice in the years prior to the war and once since.

CARE OF THE FEET

At the other end of the injury problem are the feet. Whatever economy must be practiced, do not do it on either end. The feet execute the commands of the head and if both are in good shape many traps will be sidestepped.

Pet methods of preventing blisters are legion. They include such things as benzoin, soap, talc, brine soaks, tannic acid, silk socks under wool, etc.

No matter what you use, the feet will cause trouble unless some attention is paid to the sock and the shoes. If the socks are too small, they will cramp the toes just as much as short shoes. If too large, they tend to bunch under the foot and cause blisters. They should be changed and thoroughly washed after each practice.

Two things we insist upon in a shoe are a one-piece sole and a one-piece back—the one-piece sole because it furnishes better support to the instep and bends at the natural point of flexion of the foot without the danger of ripping at the back end of the halfsole; and the one-piece back because the ridge of stitching between the upper and lower in a two-piece back often gouges bad wounds in the tendon to the heel.

The shoe should be made of top-grade leather and fit that grasps the ankle and instep firmly when laced and allows comfort for the toes with the full weight upon them.

ANKLE WRAPS

Ankle wraps belong in standard equipment and the squad should be given a demonstration of how to apply them properly. It is wise to make it mandatory for all men to wear them, unless their ankles are to be taped. This single item can reduce your ankle trouble to a minimum.

Previously injured knees need support. We prefer taping to braces because we feel the support is more positive. The knee is most vulnerable when partially flexed, and since the braces reinforced with steel are weakest when bent, they offer little support when the knee needs it most. Tape carefully applied by one of several methods tightens the joint in flexion and binds very little.

Before the fully equipped squad takes the field, a few further words of advice are in order. First, they should be reminded that until the equipment becomes molded to their body contours, it may produce irritation here and there that should be corrected immediately, not after practice.

This particular point should be made by the coach because he is the one whose favor the lad is seeking, not the trainer's nor the doctor's. Unless the youngster has the coach's approval on this point, he will probably suffer in silence rather than risk the stigma of taking time out from practice.

Second, the boys should be told to change their T-shirts, suspensories, and socks daily. The school should provide for this change as well as for the necessary laundering, if you wish to minimize skin infections.

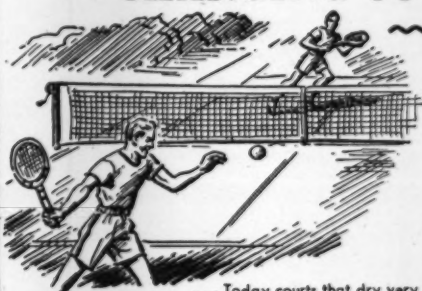
Third, they should be instructed to report all injuries before they leave the dressing room at night.

Fourth, the importance of reporting individual illness should be explained from the standpoint of



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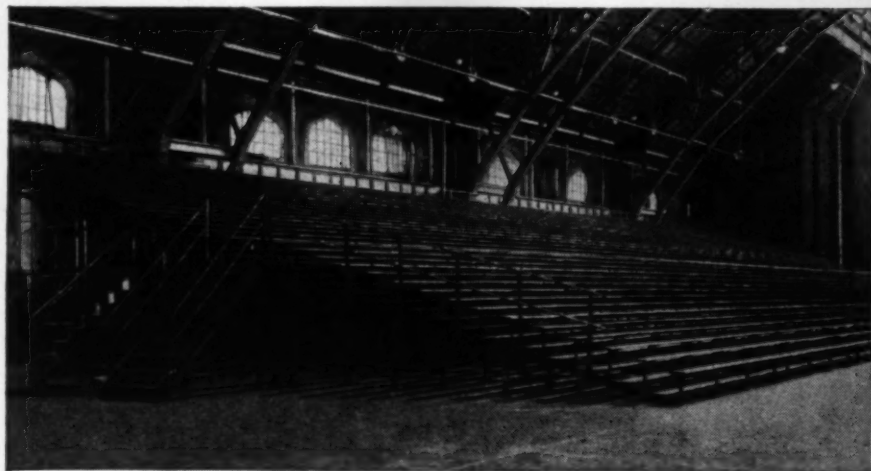
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safeguarding the health of the individual and the squad.

Fifth, they should be instructed concerning their habits of eating, sleeping, eliminating, smoking and drinking.

When the squad takes the field for actual practice, they should be in tip-top shape. Practically all the injuries in football ensue from contact work. Tackling alone is the cause of one-third of the injuries; being tackled and blocked comes second.

I believe a sizeable portion of these stems from faulty technique. You see more chaps getting hurt because of hitting too easily than because of hitting too hard. Knowing the proper technique and gaining confidence by using it should help a youngster overcome this mild fear of injury and go all out on every play.

Time spent on the fundamentals of blocking, tackling, carrying the ball, and protecting one's self when blocked or tackled, should prove valuable in preventing injuries as well as improving play.

Thus far this discussion has dealt with the prevention of injuries. Except by inference, it has ignored infections. Infections have been the cause of 20 percent of all deaths in football, according to the statistics released by the Committee on Injuries and Fatalities.

That statement is an indictment of our methods of caring for athletes. It smacks of negligence somewhere, and unless we do something about it we are in for some real criticism, since the majority of these can be prevented.

How? First, let's go back to the beginning and recall a simple statement which said "the quarters should be clean, light, airy, warm, and comfortable."

KEEP IT CLEAN

Cleanliness is essential in the prevention of infection. To assure cleanliness, the person responsible for the care of injuries must have a clean room and a clean place to keep his materials.

He needs a place to wash his hands, and he should wash them not only after going to the toilet but before he treats any wound, especially if it is open, and before he massages any area of skin.

Second, your attention is again invited to the need for a daily change of T-shirts, suspensories and socks.

Third, since activity spreads infection more rapidly, keep the infected athlete passive.

Fourth, immunization against lockjaw is advisable.

It shouldn't be necessary to add that the person in charge should be qualified in all respects to deal with infections. The custom in a lot of schools is to put this responsibility on the coach or a trainer.

Some coaches and trainers can and do handle the problem of injuries and infections very creditably. Others bungle along under atrocious conditions until the infection is wide spread and dangerous.

The authorities who permit either practice are open to criticism, and the coach and trainer should refuse to accept such responsibility because they are liable under the medical laws of most states. The law clearly states that only persons licensed to do so are permitted to prescribe treatment beyond the first-aid stage.

LICENSED PHYSICIAN

This makes it more or less imperative to attach a licensed physician to the squad to assume the responsibility and prescribe the treatment. Ideally, he should be present at all practices and games. Certainly, as a minimum, he should be at games and easily available during practice hours for consultation.

This chap, no matter how much you hate having him around, has a training which qualifies him to render decisions relative to health much better than any one else. If this judgment is backed with playing or coaching experience, he is infinitely more valuable, since he will have a working knowledge of the problems that confront the coach and player when injury or infection plagues the squad.

With or without this experience, his approval should be required before an injured or sick player resumes work with the squad. Too early a return results in further injury more often than not. Another thing—the athlete resuming competition after a long illness must be conditioned all over again.

Losing is an empty accomplishment. But winning will be even more hollow if we do not take every precaution we can to safeguard the health and limb of the boys entrusted to our care.

As educators and as coaches, we owe it to our schools, to our boys and to their parents to take the best possible care of every athlete competing on a school team.

Harry R. McPhee, team physician at Princeton University, read this paper before the 8th Annual Coaches' Spring Athletic Conference of the N. J. State Interscholastic Athletic Assn. last March.



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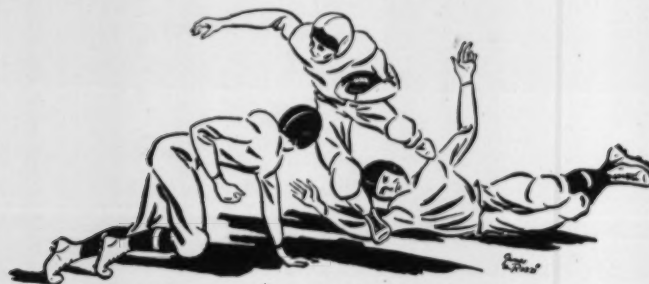
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MANUAL OF BOYS' CLUB OPERATIONS. Prepared by the Boys' Clubs of America. Pp. 368. New York: A. S. Barnes & Co. \$4.

THIS manual fills a great need for the policies, programs, and methods involved in organizing and operating a Boys' Club. It is based on more than 75 years of Boys' Club operation and service to boys by the famous Boys' Clubs of America.

It covers every conceivable phase of operation, including budgeting and bookkeeping, administration, boy counsels, dramatics, arts and crafts, library, music, physical program, etc.

Every chapter was reviewed by members of the national staff and by a committee of outstanding Boys' Club professional workers. The *Manual*, therefore, is not the work of one individual or of a small group. It is a fine, all-inclusive text by the greatest practitioners in the field.

JUDGE LANDIS AND 25 YEARS OF BASEBALL. By J. G. Taylor Spink. Pp. 306. Illustrated—photographs. New York: Thomas Y. Crowell Co. \$3.

THIS is one of the most fascinating baseball books ever written. Not only because it delineates the most dominating figure the game has ever known, but also because it furnishes an intensely absorbing insight into some of the most famous cause celebres in baseball lore, such as the Black Sox affair, the Cobb-Speaker scandal, and the Landis-Johnson and Landis-Ruth donnybrooks.

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He furnishes a completely objective picture of the tempestuous "Jedge."

RECREATION AREAS (Their Design and Equipment). Prepared for the National Recreation Assn. by George D. Butler. Pp. 174. Illustrated—photographs and diagrams. New York: A. B. Barnes & Co. \$6.

AGENCIES responsible for the planning of recreation areas, especially playgrounds, playfields and athletic fields, will find this volume a very sound, functional and effective guide.

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fers practical suggestions for the design of areas, and contains detailed information on facilities, structures, and equipment.

While a new publication, the book in many respects is a successor to two earlier volumes, *Play Areas* and *New Play Areas*. The material, however, has been completely revised and new sections added.

The book is copiously illustrated with pictures and working diagrams which afford excellent examples of well-designed areas and facilities.

SPORTS, PHYSICAL EDUCATION & RECREATION FILM GUIDE. Sponsored by *Business Screen Magazine* and published in cooperation with *The Athletic Institute*. Pp. 77. Illustrated—photographs. 50¢.

HERE'S a book that every visual education man has been waiting for for years—a comprehensive guide to all the available motion pictures and film strips on sports. It lists more than 800 16-mm. sound and silent motion pictures and 35-mm. film strips!

While published primarily as an aid for coaches, physical educators and recreation leaders, the *Guide* also provides a wealth of selective material for the program chairmen of the many social, civic, service, veteran, and fraternal organizations.

Each film is individually previewed with complete and accurate data on sources, length, cost or free loan. A descriptive summary of the significant content material is clearly presented.

INDIVIDUAL SPORTS FOR MEN AND WOMEN. By Rachael B. Yocom and H. B. Hunsaker. Pp. 287. Illustrated—photographs and diagrams. New York: A. S. Barnes and Co. \$4.

THE authors, both of whom are connected with the department of physical education at Utah State Agricultural College, have neatly condensed into one volume the individual sports particularly applicable to a sound program of co-recreation.

In highly effective to-the-point fashion, they analyze all the basic skills connected with the teaching of archery, badminton, fencing, golf, and tennis, concluding with an excellent chapter on motivation devices.

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HANDBOOK OF SAILING. By Charles D. White. Pp. 370. Illustrated—drawings. New York: Thomas Y. Crowell Co. \$3.

DESIGNED for reading and reference, this book is a complete guide to the handling of small boats, covering in simple, direct language every conceivable aspect of sailing and learning to sail.

Each new term is specially stressed and explained on the spot. Wherever an illustration is needed, the author promptly supplies same. He also furnishes a complete dictionary of sailing terms and a copious index.

The book is divided into three parts: Ordinary Seaman, Able Seaman, and Mate, corresponding to novice, intermediate, and expert.

In the first section, the author explains a boat's construction—spars and rigging, sails, language of sailing, rope, simple knots, hoisting and trimming the sails, furling, reefing, rowing, and small-boat handling.

In the second section, he deals with the art of sailing itself—why a boat sails; leaving the mooring; on a reach; beat to windward; running before the wind; picking up the mooring; rules of the road; and navigation.

The last section covers helmsmanship; tuning the boat; mooring and ground tackle; racing; compass, charts and bearings; flags, signals and yacht etiquette; and emergencies.

Everything is projected with crystal-clear clarity without any frills. The motif is information, and the author scores a clean bull's-eye.

STRIKEOUT STORY. By Bob Feller. Pp. 258. Illustrated—photographs. New York: A. S. Barnes and Co. \$2.75.

WHETHER you're a Feller Fan, a baseball nut, or a bug on exciting literature, *Strikeout Story* will score a clean hit.

The book chronicles some of the most exciting chapters in baseball history since the young Iowa farm boy, destined to become the greatest strike-out artist of all-time, broke into the big time in 1936.

Feller tells the story of his father's great influence on his career, his early training with American Legion and semi-pro teams, and his meteoric rise to fame at the age of 17.

The behind-the-scenes stuff, as you'd expect, makes the most fascinating reading, particularly the inside story of the famous "Cry Baby" revolt against Manager Oscar Vitt in 1940.

The book is unusually well-written, and whether Bob or a "ghost" wrote it doesn't make much difference. All of it is authentic, and it is all highly exciting.

PHYSICAL EDUCATION ACTIVITIES, SPORTS AND GAMES. By Louis E. Means. Pp. 315. Illustrated—photographs, cartoons, drawings, and diagrams. University of Nebraska: Dept. of Physical Education. \$2.25.

WORKING on the sound premise that broadness in scope is essential to a functional school program in physical education, the author, director of student physical welfare at the U. of Nebraska, presents a complete and profusely illustrated treatment of a wide range of popular sports.

He offers in abridged form the background, rules, and basic playing techniques of 26 popular activities, namely: badminton, basketball, boxing, bowling, conditioning exercises, fencing, golf, gymnastics, handball, horseshoes, light apparatus, mass games, shuffleboard, softball, informal games, soccer, speedball, squash racquets, table tennis, tennis, touch football, tumbling, volleyball, water polo, weight lifting, and wrestling.

Other activities, such as football, track, and swimming, are omitted because of the profuse literature already available on them.

The text is tersely projected and illustrated with many humorous cartoons, free-line drawings, action pictures, and diagrams.

Also included is an excellent chapter on leadership hints to physical education instructors, which offers 28 little nuggets to men charged with the responsibility of administering the program.

Physical educators and coaches will find it an ideal reference book for classes in activities, recreation, intramurals, and athletic administration.

PICTORIAL SOCCER. Pp. 48. Illustrated—free-line drawings. Distributed by Soccer Associates, N. Y. 35¢.

SOCCEr coaches and players will get a big boot out of this splendid little book on playing skills.

The book breaks down all the basic techniques and analyzes them beautifully through means of free-line drawings. The skills are captioned tersely and clearly, and offer a wealth of practical instruction to beginner and experienced player alike.

Every basic skill is covered, including the 11 fundamental kicks, trapping, dribbling, passing, throwing-in, backheeling, heading, tackling, and goalkeeping.

Joe Mercer, famous English professional, helped in the preparation of the book and starts the ball rolling with an interesting foreword.

Coaches will find this visual instruction aid ideal for distribution to every member of the squad. It sells for only 35¢ and has dollars worth of value.

The book, published in England, is being distributed in the U.S. by Soccer Associates, 10 Overlook Terrace, New York 33, N. Y. You may send your order direct.

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THOUSANDS of people choose their doctors indiscriminately or for fantastic reasons. Good looks, a pleasant personality, a pleasing voice, or good fraternal connections are frequently the basis for selecting the person with whom to entrust the protection of our life.

The letters "M.D." after a name do not necessarily mean the physician has good character or has had good scientific training or worthwhile experience. Unfortunately the medical associations do not attempt to educate the public on the professional training and experience of their individual members.

Health departments, medical societies, schools, public and private health agencies recognize the importance of education in health matters. Through bulletins, pamphlets, talks, radio, and newspaper items, they are enlightening the public on what has been done and what should be done in the field of health.

This publicity is not confined to legitimate agencies. Quacks use every advertisement trick to dupe the public, collecting money for services which frequently result in death. The school can be of great aid in teaching the student to learn how to find, use and evaluate health and medical advice.

OBJECTIVES

The objectives largely depend on what the community possesses in the way of health and medical facilities. The teacher should make a preliminary study of the available facilities. A visit with one or two reputable physicians and other persons in the medical field may aid in the accumulation of this material.

Following are the habits each student should strive to develop.

This is the tenth and concluding installment of a series of articles on the constituents of a personal hygiene course for high school students, by Dr. Henry F. Donn, physical education instructor and basketball coach at Weequahic High School, Newark, N. J.

1. Do not practice self-medication or self-diagnosis.
2. Obtain a medical examination at least once a year and more often if participating in varsity sports.
3. Visit your dentist twice a year, as well as your oculist should it be necessary.
4. Help your family in the intelligent selection of a family physician if they do not already have one.
5. Have a completely equipped first aid kit at home for use in emergencies.
6. Keep within easy reach the phone number of the family physician, nearest hospital and nurse.
7. Try to have your family make some effort toward periodic saving, either through insurance or some other plan for emergency medical or hospital expenses.
8. When under the professional care of a physician, make every effort toward complete cooperation.

CONTENT MATERIAL

Despite the valiant efforts of existing health and medical agencies, approximately a million Americans die every year from chronic diseases and another half million from acute conditions. Millions of other sick human beings are not getting adequate treatment or health service.

Medical care costs money, more money than the majority of us can afford. It is a shocking commentary on the state of the nation's health that forty percent of the young men examined for the armed forces in World War II, were rejected because of physical and mental defects—yet hundreds of thousands of these had defects that could easily have been

remedied if they had been treated in time.

The following statements will aid in a class discussion of this condition.

1. The National Health Survey made in 1938 under the supervision of the U.S. Public Health Service, indicated among other things:

(a) The smaller the income, the greater the threat of illness; for the less money people have, the more often they are sick, and the longer they stay sick.

(b) Splendid as our free and private medical services are, they are still woefully inadequate.

(c) What facilities we have are unevenly and inequitably distributed.

2. Most sickness today is caused by such complicated diseases as cancer, diabetes, heart disease, rheumatism. All require expensive, long-drawn medical procedures.

3. In recent years, valiant attempts have been made to solve the problem of distributing adequate health service by means of various types of insurance.

4. Voluntary doctor-owned health insurance plans are being pushed into existence with the ardent support of the American Medical Association.

5. New health and welfare schemes sponsored not only by labor unions but by large groups of government employees, industrial corporations, and farmer organizations are still in the experimental stage.

6. Care must be exercised in the purchase of a hospitalization or health and welfare policy. Your family doctor or local chamber of commerce should be able to advise you as to the reliability of the organization. Practically every state has an insurance commission which can furnish information on the reliability of a concern. Many policies have specific limitations indicated. Read the policy carefully before purchasing it.

MEDICAL INFORMATION

The remarkable therapeutic advances of the past quarter century have made early diagnosis an obligation. Many previously fatal diseases can now be cured—and there are few conditions which, if recognized early, cannot be favorably influenced by proper treatment.

At the turn of the last century, a general practitioner was equipped to administer to almost all the needs of his patient. Today, thanks to the advance of medical science, each field has its own skilled specialist. The general practitioner with excellent basic training finds its necessary to cooperate with these specialists in diagnosis and therapy.

Medicine is now the general practitioner, plus the specialist, trained nurses, hospitals, hospital employees, pharmacists, technicians, drug manufacturers, medical equipment, diagnostic facilities and laboratories.

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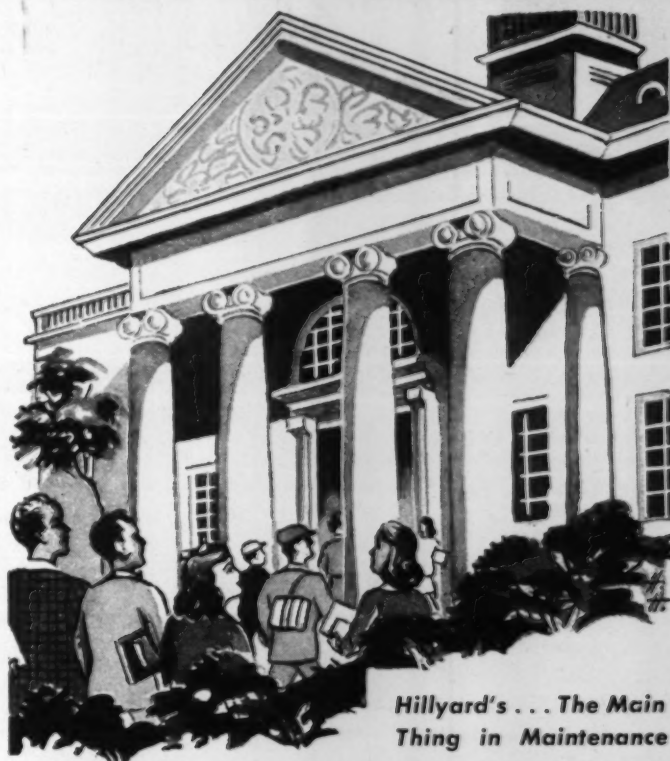
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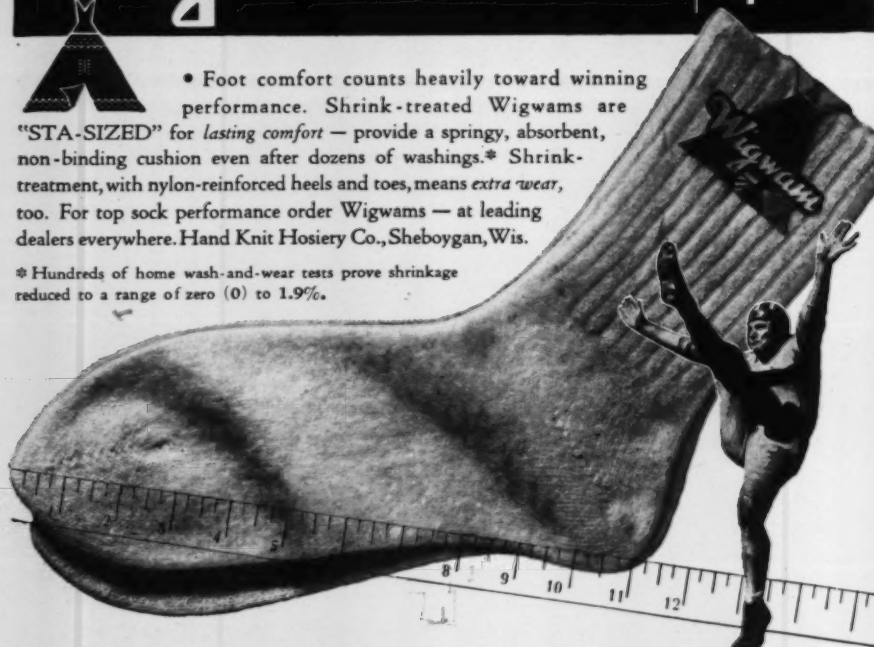
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character, previous training, and general cultural background. The medical course is four years in length preceded by a three or four year college pre-medical course.

After medical school, the doctor must serve at least one year as a hospital interne to gain practical experience. A state examination follows the internship. The successful completion of the state test gives the doctor license to practice medicine in that state. Most physicians join professional medical groups and some are accepted as staff members of local hospitals.

THE PHYSICIAN

(a) A physician can suggest healthful ways of living, recognize body defects and disease conditions, and determine appropriate remedies. He gives treatments, prescribes medicine, does surgery, and recommends qualified specialists for particular services.

(b) It is best to select a family physician before you need him because under the stress of emotional disturbances during a sudden illness, you may not make a wise choice.

(c) If you are new to the community, the local county medical society or a local hospital may aid you in this choice.

(d) The first principle in the physician's code is to give his services regardless of the patient's ability to pay. Many doctors perform a great deal of charity work.

(e) A physician's importance depends not only upon his knowledge of medicine, but on the personal qualities he brings to his practice. As with any group of people, there are doctors who at times may be unethical. Medical associations look with disfavor on fee-splitting, excessive fees, advertising, and "money-mad" physicians. Few doctors are compelled to account for incorrect diagnosis, unsuccessful medication or bad surgery.

(f) In the main, we respect the average physician as being the product of good, even severe training.

(g) An ethical physician usually has an established residence and place of treatment, is a member of a recognized medical society, and has an appointment on one of the local hospital staffs.

2. A specialist is a legally licensed physician who elects to limit his practice to a particular field or branch of medicine or surgery. Most specialists take some further post-graduate courses before they begin practicing as a specialist. But this is wholly up to the doctor as there is no legal requirement to fulfill.

Some of the specialistic societies will not admit any physician until he has had at least five years experience in a specialty, and until he has done sufficient research and published enough scientific papers to prove his competence. No person should select a specialist without the advice of the family physician. Your family physician can, after examining you, determine whether or not you are in need

of a specialist. Some of the major specialties in the field of medicine are:

(a) **Anesthesiologist:** has a knowledge of anesthetics and their proper administration.

(b) **Dermatologist:** an expert on diseases of the skin.

(c) **Gynecologist:** specializes in diseases peculiar to women.

(d) **Internist:** limits activities to the diagnosis and treatment of disease, exclusive of disorders of the eye, ear, nose, throat and skin.

There are various subgroups: **Cardiologist** deals with heart diseases; **Gastro-Enterologist** deals with diseases of the stomach, bowels, and digestive organs. Others limit their practice to diseases of the chest, particularly tuberculosis. **Allergists** deal with diseases due to hypersensitivity such as asthma, eczema and hay fever.

(e) **Neurologist:** treats diseases of the nervous system.

(f) **Otorhinolaryngologist:** specializes in disorders of the ears, nose and throat.

(g) **Obstetrician:** takes care of women during pregnancy, at the time of delivery of the infant and for a varying period thereafter.

(h) **Ophthalmologist:** an expert in the disorders of the eye.

(i) **Orthopedic Surgeon:** deals with the correction of deformities and with the treatment of chronic diseases of the joints and spine.

(j) **Pathologist:** is interested in the structural and functional changes caused by disease and the essential nature of disease.

(k) **Psychiatrist:** deals with mental disorders.

(l) **Proctologist:** is concerned with the rectum and its disease.

(m) **Pediatrician:** deals with the child, his development and care, and the treatment of children's diseases.

(n) **Roentgenologist or Radiologist:** devotes himself to the diagnosis and treatment by use of roentgen or X-ray.

(o) **Surgeon:** a specialist in surgery who may be a general surgeon who carries out any surgical procedure but does not practice internal medicine.

Some surgeons limit their practice to a specific type of surgery. The **Industrial Surgeon** deals with the care of patients who have suffered accidents or injuries in industry. The **Neurological Surgeon** restricts his operation to the brain, spinal cord and other parts of the nervous system. The **Genito-Urinary Surgeon** performs operations on the genital and urinary tracts.

(p) **Urologist:** specializes in the treatment of the urinary tract.

3. **Nurse:** a man or woman who by special training is prepared to take care of sick people. After the completion of a hospital course, usually three years in length, nurses take a state test. After passing they are licensed to practice nursing in that

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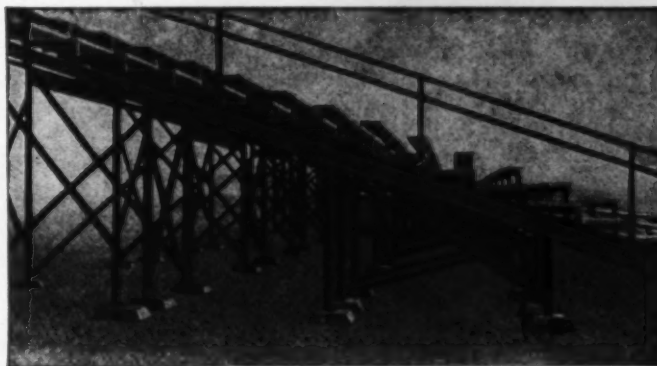
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May we respectfully suggest that you make immediate plans to anticipate your needs for 1948. This is particularly true of our ADD-A-SEAT Steel Stadiums and our portable steel grandstands. Our engineering department is at your service.

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Give your gym classes a lift with Champacraft Processed Gym Uniforms. You'll soon see a vast improvement in morale . . . in cleanliness . . . and in efficiency. Write for the complete Champion Knitwear Catalog, or order your choice from the styles pictured below.

All Champion Gym T-Shirts are complete with Champacraft processed design and consecutive numbers, if preferred.



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DS9 Drawstring Gym Pants—Draw string waist with short fly front. Heavy twill available in all colors. Doz. **11.40**



KE9 All Elastic Waist Gym Pants—Heavy twill in all colors. Doz. **12.00**

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88QS G Grey T-Shirt—Knitted cotton T-shirt in small, medium and large sizes. Complete with Champacraft design. Per dozen **7.20**

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200DS Gym Pants—Draw string waist with short fly front. Good quality, white Jean. Per dozen **8.40**



78QS White T-Shirt—Fine quality, knitted cotton available in small, medium and large sizes. Complete with Champacraft design. Per dozen **9.00**

KEJ All Elastic Waist Gym Pants—All-white Jean. Good quality, all sizes. Per dozen **8.75**

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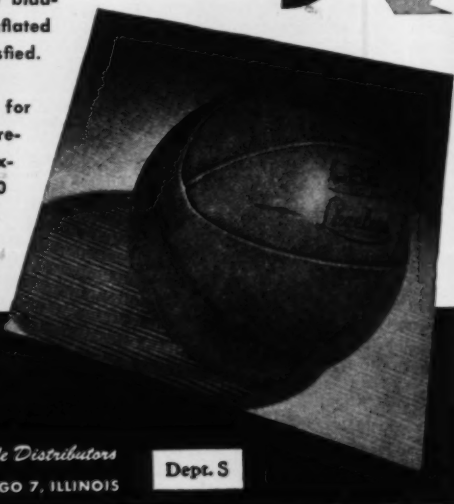
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state. They may append the initials R.N., Registered Nurse, to their name.

4. **Practical Nurse:** lack the formal training of registered nurses but have through actual practice, learned many useful nursing methods.

5. **Nurse's Aids:** persons who have successfully completed a course of study prepared by the American Red Cross for the purpose of serving as an aid to registered nurses. Their work is always under supervision.

6. A **hospital** is an institution either supported by private funds or by public funds, whose purpose is the care of the sick. Skillful medical aid is obtainable in an up-to-date registered hospital.

Although most hospitals provide free service in the nature of clinics, most of them have large expenses in connection with their services. Hospital-Insurance plans are available for persons all over the country. It is important that this type policy be purchased only upon the advice of the family physician. These insurance plans make it possible for the average wage earner to obtain hospitalization when he and his family may need it.

Other forms of medical insurance provide medical and surgical fees. Legislation is now pending in many states and in Washington for socialized medicine. The pros and cons of socialized medicine are obtainable from your local medical association and congressman.

No one doctor, no matter how brilliant, can master even a small part of the huge medical field. For an accurate diagnosis, the family doctor needs the help of many experts.

Health information is easily available to everyone. Federal, state and city health agencies; commercial and charitable institutions, professional and philanthropic groups are using every possible means to deliver their particular message of health to the general public. Bulletins, pamphlets, letters, posters, radio messages, books, newspaper publicity, magazine articles, movies, and audio-visual sound strips are some of the methods used.

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reliable sources and which is written by qualified experts. The following organizations issue reliable health material.

1. U. S. Public Health Service, Washington, D. C.
2. U. S. Office of Education, Washington, D. C.
3. American Child Health Association, Washington, D. C.
4. The Children's Bureau, U. S. Department of Labor, Washington, D. C.
5. U. S. Department of Agriculture, Washington, D. C.
6. Office of Education, Dept. of Interior, Washington, D. C.
7. National Tuberculosis Association, New York, N. Y.
8. American Heart Association, New York, N. Y.
9. American Medical Association, Chicago, Ill.
10. American Red Cross, Washington, D. C.
11. National Safety Council, Chicago, Ill.
12. American Social Hygiene Association, New York, N. Y.
13. Boy Scouts of America, New York, N. Y.
14. Metropolitan Insurance Co., New York, N. Y.
15. National Committee for Mental Hygiene, New York, N. Y.
16. American Cancer Society, New York, N. Y.
17. National Society for the Prevention of Blindness, New York, N. Y.
18. National Foundation for Infantile Paralysis, Warm Springs, Ga.
19. American Dental Association, New York, N. Y.
20. Superintendent of Documents, Washington, D. C.

STUDENT ACTIVITIES

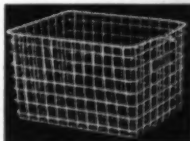
1. Have a committee of students visit the local hospital or clinic and report back on their observations relative to equipment, personnel, type of treatment, etc.
2. Have a student report on the health service facilities of the school or school system.
3. Have a boy scout give a talk on the contents of a first aid kit.
4. Student committees may arrange interviews with local practitioners relative to their training and experience.
5. The teacher might make a resume of the results of the medical ex-

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| AMERICAN ATH. WEAR (80)
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<input type="checkbox"/> Catalog on Trophies, Medals, Emblems, Banners | KAHNFAST ATHLETIC FABRICS (58)
<input type="checkbox"/> Addresses of Nearest Uniform Makers |
| AMERICAN WIRE (79)
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| ARMOUR & CO. (29)
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<input type="checkbox"/> Information |
| ASSOCIATION FILMS (70)
<input type="checkbox"/> Catalog of Sports Films | FAIR PLAY (20)
<input type="checkbox"/> New Circulars on Scoreboards and Amplifiers | WESLEY LAURITSEN (30)
<input type="checkbox"/> Information on Scorebooks |
| AWARD INCENTIVES (28)
<input type="checkbox"/> Catalog on Trophies, Emblems, Plaques, Medals | JOHN P. FLAHERTY (14)
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| A. S. BARNES (31)
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<input type="checkbox"/> Catalog on Lighting Sports Fields | LINEN THREAD (Inside Front Cover)
<input type="checkbox"/> Catalog of Gold Medal Sports Nets |
| BECTON, DICKINSON (55)
<input type="checkbox"/> New Ace Athletic Manual | GALLAGHER FILMS (64)
<input type="checkbox"/> Information on T Formation Film | LOGAN TRAINERS AIDS (54)
<input type="checkbox"/> Information on All-Purpose Injury Pad |
| BIKE WEB (21)
<input type="checkbox"/> Catalog on Supporters and Training Supplies | GENERAL ELECTRIC (37)
<input type="checkbox"/> Standard Plans for Lighting Sports Fields | MacGREGOR-GOLDSMITH (17)
<input type="checkbox"/> Catalog |
| BRISTOL-MYERS (39)
<input type="checkbox"/> Free Teaching Aids
<input type="checkbox"/> Physical Fitness
<input type="checkbox"/> Personal Grooming
<input type="checkbox"/> Dental Health
<input type="checkbox"/> Hand Care | GENERAL MILLS (43)
See ad for offer of football booklets | MAGES SPORTS DISTRIBUTORS (78)
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<input type="checkbox"/> Information on Athletic Shoes | <input type="checkbox"/> Information, Acromat-Trampoline
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<input type="checkbox"/> Information on Knee Brace |

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